

VOLUME XV

NUMBER 6

The A.T.A. Magazine

OFFICIAL ORGAN OF THE

ALBERTA TEACHERS' ALLIANCE, INC.

Magistri Neque Servi



FEBRUARY, 1935



As You Dislike It!

DISTASTEFUL things are no more good in their own right than are pain and suffering. The human spirit is so constituted that it can, in special circumstances, suck good out of pain and suffering, but the feat is never anything but a victory, a magical transmutation of base elements into gold. To say that it is good for a child to do what he dislikes is as sensible as to advise him to put his hand into boiling water in order to benefit by the pain of the scald. It is morbid, negative, and those who preach it should immediately be "done good to" in the terms of their own prescription—made as nasty as possible. "A little of what you fancy does you good" is good sense, and, within limits, good morality.

—L. A. G. STRONG, IN *John O'London's Weekly*.

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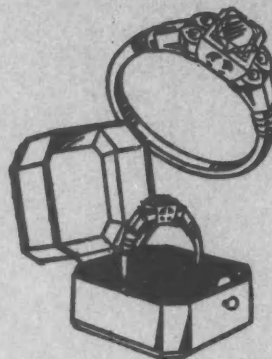
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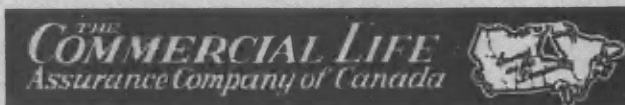
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1918 \$	71,905
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1924	400,866
1926	611,909
1928	1,024,117
1930	1,524,305
1932	1,802,927
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Published on the First of Each Month.

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Vol. XV

EDMONTON, FEBRUARY

No. 6

Editorial

PENSIONS?

ONCE again the A.T.A. has presented the resolutions of the Annual General Meeting to the Government (See Report on page 4); once again the Executive in delegation at the Parliament Buildings has stressed Pensions as a major issue. There are individuals, uninformed as to what the Executive has been doing in this matter over a period of years, who, therefore, jump to a wrong conclusion that Alberta has no pension scheme for teachers because of lack of aggressiveness and persistence on the part of the Executive.

Needless to say—no, it is necessary under the circumstances—the A.T.A. does not decide whether pensions for teachers shall be provided in Alberta. As executive has succeeded executive, year by year, the year's campaign for pensions has been planned at the first meeting and nothing has been more humiliating and exasperating than the constant changes of position taken by the governments since 1917. Some have gone so far as to voice the suggestion that it has been like a game of tag; others, hide-and-seek. It would not be unfair, however, to say that the policy of the different governments since 1917 has been in conformity with a kind of law of variables, where desire to institute a scheme has varied *inversely* as revenues have been available;

i.e. desire $\propto \frac{1}{\text{available revenue}}$

WE did once actually arrive at the stage where the Government gave us to understand that pensions would be dealt with just as soon as they emerged from the "difficult" stage and the N.A. railroads were off their hands and a Cabinet Pensions' Committee was appointed, consisting of Hon. P. Baker, Hon. R. G. Reid, and Hon. Alex Ross. Then a surplus actually shewed itself in the budget but by this time the Cabinet Committee apparently had vanished into

thin air. Then we were informed that the matter of "Old Age Pensions" for everybody must come before "Pensions for Teachers". (The teachers could hardly protest against this). Then we learned that the Government did not consider it had committed itself to the principle of teachers' pensions and that the adoption or rejection of the principle must now be decided upon as a matter of government policy. Then money became scarce again (comparatively) and the A.T.A. suggested that they would be prepared to compromise on the matter of government contributions to the pensions' fund, provided the Government would commit themselves to making contributions when finances loosened up, and guarantee the solvency of the fund. To this the Government replied through Premier Brownlee that they would not, so to speak, "sign a blank cheque". Year succeeded year, with constant change of position—and then the depression. But in the meantime the other provinces had been going ahead until the 1931 round-up brought in British Columbia and Saskatchewan leaving Alberta only to roam on her lonesome.

WE write in no querulous spirit. We know how harassed all governments are these days to make expenditure coincide with income. We do re-assert, however, with emphasis that Alberta finances are in no worse—even better—shape than those of certain other provinces who within the past decade have enacted pension schemes for teachers, or have revised pension schemes to the advantage of their teachers. We re-assert also that it is the opinion of Alberta teachers that the solvency of the Alberta Government would never have been significantly impaired by making provision for the care of aged and broken-down teachers who have devoted a long life of service to the citizens of the province. We re-assert without rancour also that it is our opinion, had there been the will so to do, a way might have been devised for meeting the situation.

The A.T.A. Magazine index card "References to Pensions" will surely clear the A.T.A. Executive of the charge of lack of persistent striving for the enactment of a pension scheme for Alberta teachers. Not that *The A.T.A. Magazine* has been left alone to do the work, but the point is this—practically every reference in the magazine either preceded, followed

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or referred to direct endeavour by delegation or otherwise of the Executive to the Government or other public body. This record is by no means a complete one of all interviews and endeavours in this regard. Yes, the Executive certainly has kept the pot boiling: no doubt about that!

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EFFICIENCY THE TEST

POSSIBLY the action of the University Board of Governors has served a useful public service in that it has directed the spotlight on the curtailment of citizenship liberties of those who happen to earn their bread by exchanging

for cash their services with publicly elected or statutorily created bodies. Seemingly it is now unavoidable that the sovereign body of this Province, the Legislature, must face the issue squarely and decide whether or not any other body created by that Legislature—whether University, City or Town council—shall continue in a position of authority to limit the field of choice of candidates for election or otherwise circumscribe the electorate in municipal, provincial or federal affairs. We suggest that the soundest way to tackle the question is not to single out any one corporation or employer by (indirectly) passing a vote of censure on them, but to enact legislation requiring that the ballot box be not withheld from any Alberta citizen of sound mind, unconvicted of felony or crime, and that the ballot box and the ballot box alone shall be the legal agency for choosing the elected representatives of Alberta citizens.

BY standing vote of the delegates, the Annual Convention of the U.F.A. urged the introduction of legislation by the Alberta Government to restore and establish full rights of citizenship to members of the staff of the University, including the right of any member to be a candidate in the municipal, provincial or federal field.

The resolution adopted was published in *The U.F.A.* in full in a recent issue, following its adoption by the U.F.A. Central Board. It calls for amendment of the Act governing the University, declaring that the Governors have no authority to impose restrictions upon their staff in regard to participation in public affairs, provided the efficient performance of their duties by those who exercise their rights in these matters is not interfered with.

Not only did the U.F.A. Convention show its disapproval of this action of the Board of Governors but several other powerful, province-wide organizations, including the Alberta Federation of Labor, and a host of local organizations have likewise condemned the reactionary regulation. Also, the editorial comments of many leading newspapers outside as well as within this Province, continue to be keenly critical.

THIS universal resentment against the ruling of the Board of Governors is a criterion of the inherent fairness of the man in the street and an evidence that, generally, members of the public who face this issue intelligently and without prejudice are wholeheartedly behind the principle that employees of public bodies—for instance, teachers—should run no danger of being discriminated against by the withholding of citizenship rights nor should their positions be rendered insecure on any other grounds than inefficiency or misconduct. It justifies the Alliance in its contention that "tenure during efficiency and good conduct" appeals to the general public as sound, just, and in the public interest (a small section of the trustees who are generally vociferous at the annual Convention of trustees in Alberta, to the contrary notwithstanding) and that no corporate body established by statute should be empowered to make any departure from this principle.

CERTAIN trustees apparently view every school board question through the microscope of personal dignity, and regard any safeguards against breaches of genuine trust

teenship as an affront to their would-be absolutism. Genuine "trusteeship" may be defined as action on the part of trustee boards motivated by a desire to exercise their statutory powers *solely* in the interests of those for whom the trust is created—in the case of school boards in the interests of ratepayers, parents and teachers, but above all, *the children*.

WHEN members of school boards are motivated by their own personal feelings or for other reasons irrelevant or remote from their trusteeship, they are acting *outside* their statutory powers. This is the fundamental principle involved in Board of Reference legislation with respect to teachers and school boards:—unreasonable action by school trustees as such, should not be allowed to prevail to the detriment of teachers and particularly of pupils. The agenda of business of the recent Trustees' Convention shows that a certain type of trustee would like to make the hands of the clock turn counter-clockwise; but everywhere throughout the world today (in civilized countries, at least) the tendency is to enforce genuine trusteeship and prevent prostitution of statutory powers by malice, spite and personal inclinations.

THAT is why "dismissal for cause" *only* is becoming the order of the day, and why Governments everywhere are turning a deaf ear to exponents of absolute and autocratic powers being vested in statutorily created bodies. Alberta is the "caboose" in the British Empire Pension Train patiently waiting to be coupled with the last but one car, and, seemingly, it will also be notorious in the history of education as being the section of the British Empire where the crusaders against British fair play for teachers made their last stand.

THE TEACHER "GETS IT" COMING AND GOING

AN amendment was passed to *The School Grants Act* during the last session of the Legislature preventing school boards from receiving in grant an amount greater than 75% of the salary paid to the teacher. It seems to have hit the teacher "between the eyes" rather than to have bolstered up his salary. The intention was presumably to encourage school boards to pay the teacher a little *more* in order that the school board might claim the maximum amount of Government grant. But sometimes school boards do not figure out things the way they might be expected to do. What they are interested in is saving money on the teacher's salary—and apparently that only.

HERE is an example in point: A school board obtains permission to engage a teacher for \$500 per annum. Under ordinary circumstances this school—a new one in a pioneer settlement—would be entitled to receive in all in Government grants, \$3.10 per day—\$620 per year. Now, because the school board is paying \$500 per year the grant is reduced to \$375, a saving to the Government of \$245 per annum. The school board pays the difference between \$500 and \$375—\$125. But if the school board engaged a teacher

for \$826.66 they would receive the full \$620 grant, leaving \$206.66 to be paid by the school district. Which means that, by engaging a teacher for \$500 instead of \$826.66 the school district saves \$81.66 (\$206.66—\$125.00) while the teacher loses \$326.66 (\$826.66—\$500.00). Or putting it another way: the teacher must lose \$326.66 to save the Department \$245 (\$620—\$375) and the school board \$81.66 (\$206.66—\$125.00).

N.B. To avoid complicated computations the teacher's annual rate of salary is quoted and the daily rate of grant multiplied by 200. The Department now pays grant for but 180 days, and a maximum of \$500 per annum. However it is seldom that schools of the type dealt with above are able to operate a sufficient number of days to earn either the \$500 or the 180 days' grant.

Table Showing Figures at a Glance

The Teacher Loses	Department Saves	School Board Saves
\$826.66	\$620.00 (75%)	\$206.66
less 500.00	less 375.00 (75%)	less 125.00
<hr/> 326.66	<hr/> =245.00	<hr/> plus 81.66

The above figures illustrate the fact that it pays the Government to give consent to engage teachers at considerably below the Statutory Minimum. If the Minister does not take this fact into consideration when approving engagement below the minimum then he should at least insist upon school boards paying a salary whereby they would obtain the maximum grant.

THEN again many such rural schools cited above are closed during several months of the year by authority of the Minister and, here again, the teacher "gets it in the neck". He loses 1/10th of the measly \$500 salary for each month the school is closed, and is nevertheless expected to cover a full year's work at a true annual rate of salary of perhaps \$400. Surely this is giving authority to pay below the Minimum with a vengeance!

WE leave it to others to judge on the merits of the case whether or not rural teachers have genuine grievances. But this is certain—a conviction of grievance and injustice is predominant in the hearts of Alberta teachers to-day and the cry goes forth: "How long?"



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A.T.A. Presents Case to Government

ON Saturday morning, January 26th, members of the Executive of the A.T.A., together with other available leaders of the organization, met with the Premier, R. G. Reid, the Minister of Education and the Attorney General. Those comprising the A.T.A. delegation were: President, E. J. Thorlakson; Vice President, A. B. Currie; Past President, Geo. A. Clayton; the General Secretary-Treasurer and Messrs. G. G. Harman, H. L. Humphreys, H. D. Ainlay, and C. G. Elliott.

The purpose of the meeting was to enable the A.T.A. to present to the Government certain resolutions passed at the last Annual General Meeting, and certain other matters of serious import to the teachers of the province. The delegation received an encouraging hearing and over two hours was spent in thorough discussion in which the members of the Cabinet present participated without undue reserve. This discussion centred mainly on five topics:

Citizenship Rights of Teachers

Official Status of the Teaching Profession

Minimum salary and evasions of *The School Act* requirement

Contracts and Board of Reference

Pensions for Teachers

On leaving the conference the A.T.A. delegation were informed by the Premier that the representatives would receive very earnest, sympathetic consideration at the same time inferring that financial and other exigencies inevitably circumscribe the possibilities of governments to enact legislation which they might personally deem desirable and beneficial. It was agreed that the Alliance Executive should maintain touch with the Government with a view to interchanging opinion with respect to the several matters which the Government might feel disposed to go into further. The delegation left feeling buoyed with anticipation of results appearing in the offing.

Pensions

The General Secretary, leading the discussion on this matter, related the story of the boy who, hearing his mother calling his name, replied: "Do yer really want me, ma, or are yer just hollerin'?" The A.T.A. were not "just hollerin'" in requesting that there be something done now after years of waiting for pensions. The Alliance was not oblivious of the irksome financial problems of the Government, but suggested that other provinces of Canada in a more embarrassing position than Alberta had, in recent years, put into effect legislation for teachers' pensions and were voting considerable sums year by year for this purpose.

It was suggested that if the Government would guarantee the solvency of the scheme the teachers would be prepared to make their contribution without any Government contribution being made until the financial horizon cleared somewhat; providing, of course, the Government would finance the cost of operation.

The Premier suggested that security was a paramount question with all classes of people to-day and in the light of prospected Federal legislation bearing on unemployment, old age, etc., he would prefer to leave the matter over until the Federal programme was definitely known in detail.

Statutory Membership

The Premier suggested that he would like to estimate the possible cost to the Government. The Alliance replied that they would be prepared to bear any cost themselves. In the event of the "Discipline of the Profession Act" not

being proclaimed the Alliance would undertake to have any other Board which the Government might undertake to create to serve as a final body of appeal in case of expulsion of a member by the governing body of the Alliance.

Minimum Salary and Evasions

The discussion on this matter stressed three points:

1. The financial necessities of the school district and those alone should be the deciding factor when the Department is requested to permit a school board to engage below the minimum.

2. Penalties should be provided in case of collusion or evasions of the minimum salary requirements.

3. Neither school board nor teacher should be permitted to execute a contract providing salary below the minimum until the authority of the Minister to do so has actually been received.

The following is the written brief of the Alliance which formed the basis for discussion between the Cabinet and the A.T.A.

CONTENT OF BRIEF

Re Citizenship Rights of Teachers

THE Alliance views with concern the recent action of the Board of Governors of the University of Alberta restricting participation of their teachers in political affairs.

We also bring to the attention of the Government the fact that amendments to *The School Act*, passed last Session, have taken away the franchise of the majority of teachers in school district affairs. Furthermore, in certain cities (Lethbridge for example) many teachers who would be defined as "electors" under *The School Act*, as at present, are precluded from voting in school board elections under the terms of the City Charter.

All these things, together with the fact that, in certain places, the preclusion of teachers from serving on publicly elected boards other than the school board which employs them, is being urged, lead us to earnestly request that the whole question of restriction of teachers' citizenship responsibilities be considered with a view to removal of such and provision of penalties for any attempt to inflict them.

Official Status of the Teaching Profession

The resolutions passed by our supreme body read as follows:

No. 23. Whereas: The present status of the teaching profession, because of the lack of necessary legislation, is inferior to that of the professions of law, medicine, engineering, and etc.; and

Whereas: The duties and responsibilities of the teachers to the state are as great, if not greater, in importance;

Be it resolved: That we ask the Provincial Government to enact legislation which will raise teaching to an official professional status.

No. 24. Resolved: That steps be taken forthwith to raise teaching to an official professional status: that is to say, the teachers be established as a professional society on lines similar to those of other learned professions.

It is submitted that the enactment of legislation in this regard would be of service to the Government and the people of the Province as well as to the teachers. It is not an innovation, for in certain states of the Union, membership fees of teachers' organizations are required to be collected by either Government or County Superintendents, in each State.

We beg to bring to your notice a ballot which has been sent to the teachers of the Province (both to members of the A.T.A. and to non-members). Returns are not yet complete, but out of approximately 3,000 ballots returned, over

98% voted in favour of steps being taken to provide that every person practicing teaching in Alberta shall be a member of the professional organization. The legislation required to effect such requirement would be simple, in that the Department of Education could deduct the professional fees from the Government grant to school boards, who in turn, would make the deduction from the teachers' salary.

Reduction in Grants to School Boards

Following is a resolution passed by our last Annual General Meeting:

No. 27. Resolved: That this Alliance go on record as strongly condemning the putting into effect by the Government of the 1933 amendments to "The School Act" whereby grant is limited to 180 school days instead of 200 as previously.

It is submitted that the reduction in the number of days for which the School Grant is paid has been inimical to the welfare of the pupils attending Alberta schools and to the teachers—out of all proportion to the comparatively small sum of money involved. School boards have shown a tendency to actually profit by the arrangement, through curtailing the number of teaching days and saving payment of teachers' salary, thereby saving the difference between the amount of the Government Grant and the salary of the teacher.

Minimum Salary of Teachers

Instructions from our Annual General Meeting read:

No. 7. Resolved: That the Statutory Minimum of \$840 be rigidly adhered to.

No. 14. Resolved: That it shall be made an offence punishable by fine for a school board to advertise a vacancy or seek application from teachers for less than the Statutory Minimum of \$840 per annum; or for a teacher to offer to teach a school for less than the Statutory Minimum rate unless the school board has properly received the necessary authority to pay less than such Minimum salary.

No. 15. Resolved: That in all cases where the consent of the Minister (under "The School Act," Section 161 (2)) has been obtained by a school board to pay less than the Statutory Minimum salary of \$840 per annum as provided by "The School Act," the school board shall be obliged to inform of this fact all applicants for a position in the school.

No. 16. Resolved: That the Alberta Government be petitioned with a view to a policy being put into immediate execution of rigid enforcement of the provisions of "The School Act," especially insofar as the Statutory Minimum salary of teachers is concerned;

And Be It Further Resolved: That specific penalties be provided by statute for the following offences;

(1) Contracting (by teachers and school boards) for less than the Statutory Minimum salary for teachers, before the necessary authority to do so has been received from the Department;

(2) Execution of collusive agreements over-riding "The School Act" by—

(a) Refunds by the teacher of salary to the school board;

(b) Charging unreasonable rental for the use, by teacher, of the teacherage.

No. 17. Resolved: That we urge on the Government that Statutory provision be made that teachers who collude with school boards to defeat the provisions of "The School Act" respecting the Statutory Minimum be liable to cancellation of their certificates.

No. 18. Whereas: School boards and the teachers have colluded in drawing up dual contracts;

Be it resolved: That we strongly condemn such practices and urge the Department of Education to enforce "The School Act" pertaining to contracts.

Rent of Teacherages

No. 8. Resolved: That the school board be not allowed to charge rent to the teacher for the use of the teacherage unless and until an inspector of schools has previously given his approval; and

Be It Further Resolved: That in case payment of rent be sanctioned the amount charged shall be reasonable and fair having regard to the cash value of the building.

We wish to reiterate our pleas for a more rigid application of the Minimum Salary requirement in *The School Act*. It is urged by many that, as things are working out, the financial conditions of school districts should be, at all times,

the controlling factor in any departure from the Minimum Salary requirement of \$70 per month or \$840 per year. It is suggested that the fundamental principle involved in any Minimum wage or salary requirement is that the body of workers may be protected against themselves. That is to say: in times of over-supply, the economic status of the whole body is in danger of collapsing if the employer is free to engage the services of the employees at an unfairly low rate of wages, which any employee must needs accept in order to earn his bread.

The legislation passed last year providing that any contracts entered into by boards and teachers which are obviously executed with a view to defeating the provisions of the Minimum Salary provision of *The School Act* should be declared null and void, does not go far enough. Although such contracts are declared null and void the teacher is placed in a position wherein he runs a danger of losing his position in the event of his disavowing or refusing to enter into such an arrangement; or else he must enter action for collection of the amounts withheld from his salary—whether these amounts be excessive rent of teacherage, rebate of salary, or straight payment to the board for being given the position. It is sincerely hoped that penalties may be provided for in the Act for infringements of the Minimum Salary requirement, whether such infringements be direct or indirect.

Contracts and Board of Reference

A number of resolutions on contracts and Board of Reference were passed by the last Annual General Meeting of the Alliance and the substance of these resolutions is embodied in the following:

It is suggested that formal contracts between teachers and school boards be abolished altogether as in British Columbia where the notice of appointment and acceptance of appointment are given as schedule forms at the back of *The School Act*. All other conditions governing teachers and school boards are provided for in *The School Act* itself.

We recommend that if formal contracts must continue, the standard form make provision for a term of engagement of not less than six months except in the case of a substitute teacher and that this contract automatically renews itself unless proper notice be given by either party. Thus, if the school board wishes to retain the services of a teacher, there be no necessity to make out a new contract, provided the teacher is willing to remain, and the same thing is true if the teacher wishes to continue in the services of a school board provided that the board wishes to keep the teacher's services. (This condition prevails under the Quebec Statute).

In case either party does not desire to renew the contract and so notifies the other, a meeting may be demanded on due notice (say ten days) for the purpose of hearing and discussing reasons for desiring to terminate the contract, which reasons shall be given in writing on demand by the other party.

(N.B. Many cases which now go before the Board of Reference, go there because the invocation of the Board of Reference is generally the only possible method whereby the reasons for terminating an agreement may be extracted. Furthermore, if reasons were given in writing on demand, the enquiry of the Board would be circumscribed by such reasons and much time, delay and trouble might be saved the Board of Reference in consequence):

* * *

It is urged that the Board of Reference should be given power to make an adjustment or deliver an award in cases where no unsuitability, etc., is obvious on the part of the teacher, but the school board's contention is that they cannot continue paying the salary provided for in the contract. Under present circumstances the Board of Reference has the

power either to confirm or to disallow the action of the school board in terminating the contract and, apparently, no power to order a teacher to be retained in the service of the board at a fair rate of salary having regard to the financial necessities of the district.

Several cases are on record where no unsuitability on the part of the teacher was established before the Board of Reference, yet the teacher concerned was not retained because the Board confirmed the action of the school board in terminating the contract on financial grounds alone.

Living Conditions of Teachers

We are directed by our Annual Meeting as follows:

No. 9. Resolved: That the Government be urged to appoint a commission to investigate and report on board and residence accommodation for teachers in rural schools, villages and towns.

Living conditions of the teacher are often a considerable factor in the teacher's capability in operating the school, and owing to the fact that, especially in some outlying districts, the boarding accommodation for the teacher is of a very crude variety; and whereas in not a few instances lady teachers have been subjected to regrettable experiences; and whereas the state of neglect and dilapidation of many of the teacherages is such as to render them unsuitable for comfortable habitation—especially for ladies—it is suggested that the appointment of a female visiting officer whose duty it would be to advise teachers and school boards on the matter of boarding accommodation, would do much to better conditions for rural school teachers.

Pensions for Teachers

Dealing with Pensions for Teachers our Annual Meeting went on record as follows:

No. 10. Whereas: We believe that in the best interests of education in Alberta an adequate scheme of pensions for teachers is urgently needed;

Therefore Be It Resolved: That we request the Central Executive of the Alberta Teachers' Alliance to press this matter upon the attention of the Provincial Government.

No. 11. Resolved: That the Executive persist in their efforts to obtain a pension scheme for the teachers.

We respectfully bring to the attention of the Alberta Government that pensions for teachers is a policy in effect in practically every part of the civilized world. Alberta is not only the one exception amongst the provinces of the Dominion of Canada, but as far as can be found, it is the only part of the British Empire which has no Pension Scheme for teachers. It is sincerely hoped that the Government will make provision for the enactment of enabling legislation for the setting up of a Pension Scheme, at the forthcoming session of the Legislature.

Training of Teachers

The Annual Meeting of our body passed the following resolution:

No. 19. Resolved: That the Alliance strenuously urge upon the Government that during the present period of over-supply of teachers the time is particularly opportune to raise the standard of the teaching profession by making Grade XII standing a pre-requisite for entrance to Normal School and two years' training therein as a requirement for all certificates granted in future.

Advisory Board

The decision of our body in this matter is embodied in the following:

No. 20. Resolved: That the Government be once more petitioned to create an advisory board on which the A.T.A. shall have adequate representation, such board to have control of:

- (1) Certification of teachers—issuance, cancellation or granting of certificates to those from outside the province;
- (2) Teacher-training and Normal Schools;
- (3) Examinations;
- (4) Curricula and text books.

Medical and Dental Clinics

Our body, in Annual Meeting, went on record as follows:

No. 21. Resolved: That the Alliance make strong representa-

tions to the Provincial Government to extend further the already existing travelling clinics as far as possible.

* *

Following are a number of resolutions passed by our Annual General Meeting which doubtless come more under the purview of the Minister of Education, which we submit for his kind consideration:

School Attendance

No. 28. Whereas: During the past year the attendance of pupils has been very irregular and no adequate excuses have been given to the teachers; and

Whereas: Regular attendance is supposed to be compulsory in Alberta; and

Whereas: The present bi-monthly reports do not check attendance closely enough;

Therefore Be It Resolved: That the Alliance urge a more rigid enforcement of "The School Attendance Act."

Examination Papers

No. 32. Whereas: It has been the policy of the Department of Education to engage only such persons as have been actually teaching the subjects during the year just closed to read the answer papers in those subjects;

Be It Resolved: That a protest be sent to our Provincial Executive against the present proposal of the Department to use inspectors and Normal School instructors as sub-examiners for the Departmental Examinations by reason of their being obviously out of immediate touch with the units of the High School Curriculum, the examination papers of which have to be read; and

Be It Further Resolved: That we request the Provincial Executive to take whatever action it deems necessary.

Manual Training and Household Science Teachers

No. 35. Resolved: That the A.T.A. views with alarm the suggestion that grade teachers in public schools be allowed to teach Manual Training and Domestic Science unless they have the qualifications required of those now teaching these subjects in the province.

Diversified Form of Education

No. 36. Resolved: That this Association place itself on record as favouring the principle of introducing a diversified form of education more suited to the practical needs of our students, through the teaching of Manual Arts and Household Economics in the Secondary Schools of our Province, pointing out however, that such instruction can only attain the desired end if given by thoroughly trained instructors in these particular fields of education;

And Be It Further Resolved: That the A.T.A. be requested to initiate a movement having for its objective the granting of credits in these units for both Normal School Entrance and University Matriculation.

Textbooks and Curricula

Technical and Vocational Schools

No. 37. Whereas: Students entering the Technical High Schools of the Province are finding the cost of text books to be burdensome to a degree not experienced by those students entering the Academic High Schools;

Be It Resolved: That the Department of Education be respectfully asked to reconsider the whole question of text books for Technical Schools with a view to authorizing, wherever possible, a new series of texts in practical subjects with a view to:

- (a) Reducing the expense to the students;
- (b) Utilizing texts published in Canada.

No. 39. Whereas: The present Course of Studies for Technical Schools has been in operation for a sufficient space of time to have provided an opportunity to the teachers to gain a reasonable body of experience in teaching these courses;

Be It Resolved: That the Department of Education be urged to call a conference of the teachers in these subjects to enable them to compare experiences and to empower this conference to recommend such changes as it may deem necessary for the improvement of the curricula for Technical High and Industrial Art Courses.

No. 40. Whereas: The first year of High School appears to be showing a tendency to develop into an exploratory year on the part of a considerable proportion of the high school student body;

Be It Resolved: That the Department of Education be urgently requested to canvass the situation with regard to the Academic, Technical and Commercial High Schools with a view to facilitating the equal exchange of units between these schools so that a student in trying-out may not lose his school year when he has passed in all the required units.

Mathematics and Sciences

No. 38. Whereas: The courses for Mathematics and Science as at present outlined for the Technical High Schools of the Province, insofar as content is concerned, are planned to suit the needs of the boys rather than those of the girls;

Be It Resolved: That the Department of Education be respectfully requested to revise the present course for girls in Technical High Schools with a view to making the requirements in Mathematics and Science more suitable for girl students.

No. 44. Whereas: Geometry III is not included in the options allowed for credits at the University; and

Whereas: Geometry III contains many mathematical principles that are valuable for students attending the University, especially those taking a course in Engineering; and

Whereas: Geometry III is a course which many high school students desire to take as a result of a liking for mathematics; Be It Resolved: That the A.T.A. request the President of the University of Alberta to allow Geometry III to be elected as an optional subject for Senior Matriculation.

Examinations

No. 43. Resolved: That we request the A.T.A. Executive to ask the Department of Education to try the experiment of asking representative teachers to submit papers in the different units.

No. 45. Whereas: Grade VIII teachers must copy the examinations out on the board;

Be It Resolved: That we request the Department of Education to send out sufficient copies of the examination papers for every pupil to receive one.

Rural High School Work

Resolved: That this meeting go on record as being opposed to asking the rural school teacher to teach high school students in rural schools and also as being in favour of the establishment of rural high schools.

Supervision

Whereas: The duty of the inspector is to inspect the schools; and

Whereas: The inspector has not sufficient time to supervise and assist the teacher in the school room;

Therefore Be It Resolved: That we go on record as favouring the appointment of supervisors.

Suggested Draft Bill re Statutory Membership of the Alberta Teachers' Alliance, Incorporated

1. In this section "teacher" is defined to mean:

(1) Any person who is a registered member of the Alberta Teachers' Alliance, Incorporated, and is actually engaged in a school under this Act or any classroom thereof.

(2) Any person who is a registered member of the Alberta Teachers' Alliance, Incorporated, holding a valid certificate of qualification of the Department of Education of the Province of Alberta, and is actually carrying on the profession of teaching in any institution which maintains a separate department for giving instruction in the Course of Studies prescribed for Elementary, High or Technical Schools under the jurisdiction of the Department of Education of the Province of Alberta.

2. The trustees of each and every school district in the Province are hereby empowered to retain and shall retain each month from the salary of each and every teacher employed by it, the amount of the membership dues fixed and prescribed by the Alberta Teachers' Alliance, Incorporated (for such period as each respective teacher is employed by it) which sum shall be deducted from each payment made on account of salary to such teacher, and all moneys so retained shall be deemed to have been paid on account of such salary, and shall be deemed to be a payment on account of membership dues by the teacher from whom such sum has been retained.

(2) The Department of Education is hereby empowered to retain and shall retain at the end of each school term from the grants payable to each and every school district, under "The School Grants Act" (R.S.A. 1922, Chap. 53) in aid of schools organized and conducted under the provisions of "The School Act", an amount equal to the amount so required to be retained by such school district from salary of every teacher in the employ of such school district during such term, and to receive and pay over the moneys so retained to the Alberta Teachers' Alliance, Incorporated, on account of the membership dues of the teachers from whom the said sums were originally retained, and all moneys so retained and paid over shall be deemed to have been paid over to and received by the school district on account of the aforesaid grants.

3. Any teacher may, before the first day of January 1936 file with the Deputy Minister of Education a notice in writing signed by such teacher intimating that he is unwilling to become a member of the Alberta Teachers' Alliance, Incorporated, and in such event the provisions of this Act shall not apply to such teacher and the Department shall not deduct from the school grants aforementioned

to the school district by which such teacher is employed, any moneys as hereinbefore provided;

Provided that, notwithstanding the foregoing, from and after the first day of January 1937, the provisions of this Act shall apply to all teachers, and the Department shall with respect to every teacher make the deduction from the school grant hereinbefore authorized.

4. In the event of any teacher being expelled from membership of the Alberta Teachers' Alliance, Incorporated by the governing body of such Alliance, such teacher shall be entitled to appeal against such expulsion under "The Professional Discipline Act", Section 7 (S.A. Chapter 32, 1928).

Local News

LETHBRIDGE

The regular meeting of the Lethbridge local A.T.A. was held in Fleetwood school on Wednesday, January 9.

Various reports from the bowling, hospital and doctors contract, pension, flower and jubilee committees were heard. The treasurer's report brought out that the local membership was 64, the largest enrolment ever.

A committee, with Mr. Walker as chairman, was appointed to look after Alberta School Week, which comes February 3 to 8.

It was decided that resolutions for the Easter convention be handed in in writing to the executive.

MYRNAM

The monthly meeting of the Myrnam A.T.A. Local was held on January 12th, at New Myrnam School.

The main discussion centred on the recent ban put by the Board of Governors on the Staff of the University of Alberta. The following resolution was passed:

Whereas; We believe this action is a serious interference with political freedom and the rights of citizenship;

Therefore be it resolved that we, members of this A.T.A. Local, urge the authorities to amend the resolution banning the more highly trained from taking part in federal and provincial politics.

It was planned that at the next meeting, February 2nd, several papers be given: 1. "Teaching Writing to Dull and Retarded Pupils", by Mr. Lisievich. 2. "Science in the Junior Rooms", by Mr. T. Cassidy. 3. Teachers are to bring their difficulties so that in the future other teachers could give papers on those problems. 4. A social is to follow at the Myrnam Hotel. It is hoped that all the teachers of the vicinity will be present. Let's have one hundred per cent attendance.

WILLINGDON LOCAL

The postponed January meeting of the Willingdon A.T.A. Local was held in the Willingdon School on Saturday, February 2nd.

The meeting first discussed the ruling passed recently by the Board of Governors of the University of Alberta, directly against political activities of University professors. This motion was passed unanimously;

"The Willingdon A.T.A. Local protests vigorously the action of the Board of Governors of the University of Alberta in refusing their full time professors the rights to even express opinions on provincial political affairs, and much less to deliver an address or speech in public, on any public question. The Local feels that the Board is setting a precedent that may be followed by boards of any other educational institution".

Wm. Tomin was elected to represent this local in the straw vote for selecting a candidate to represent the Andrew-Derwent District Local in the forthcoming election for a Northern Alberta Representative on the Provincial Executive.

The Executive of the proposed School League then discussed further arrangements with this league.

Those present were: Messrs. Richel, Kostash, Shandro, Tomy, Svekla, Kalancha, Moisey, Strynadka, Honnochko and Haculak.

THORHILD

On Saturday, February 2nd, the Thorhild A.T.A. Local was organized by a number of teachers of Thorhild and vicinity.

The following officers were elected: Honorary President,

Mr. J. J. LeBlanc; President, Mr. S. Caspar; Vice President, Miss A. Odynski; Secretary Treasurer, Miss G. Welch; Press Correspondent, Miss M. Spalding.

It was decided to hold a banquet at Thorhild on the evening of February 15th, following which all will attend the St. Valentine's novelty dance, sponsored by the T. Woods branch of the Red Cross Society.

Future meetings of this Local will be held at Thorhild the first Saturday in each month. All teachers interested are heartily invited to attend.

The "Better English" Department

Conducted by Dr. C. Sansom

The dearth of interesting and stimulating material for the teaching of English in our schools is the more unfortunate in view of the abundance and variety of such material that is now available. In the wake of a new psychology of childhood based in a truer insight into the developing interests and capacities of young people has come an ever-rising flood of beautifully written and illustrated books for children—text-books as well as others. Included here is almost a plethora of teaching material, techniques, and devices for the teaching of English suited to every interest and age. That the pupils in our schools find themselves so largely shut out from this heritage that so rightfully belongs to them is perhaps not the least of the misfortunes of our time.

One of the most interesting of recent publications in this vast realm of fancy, fairy, and myth is a book entitled "Anthology of Children's Literature," just off the press of the Houghton Mifflin Company of Boston, Mass. Only the notice of publication has so far reached the desk of the writer; but so fascinating does even the Table of Contents proclaim the book to be that the news of its publication must be passed along. The anthology consists of more than seven hundred selections with many biniographies; and there are added six appendixes covering such topics as "The Story of Children's Literature", "Graded Reading Lists", etc. The book opens with about 175 Mother Goose Nursery Rhymes, Riddle Rhymes, etc.; and after running the gamut of fables, folk-tales, myths, legends, Old Testament stories, nature stories, fiction, and biography, it is rounded off at the end with more than 200 lyric poems. The volume contains nearly a thousand pages, and is priced at \$3.50 postpaid—a tidy sum for a book you will say, with duty added; but what a bright spot it would be in any rural school, or in any school or home, for that matter, where there are children up to sixty years of age and over! Orders from Alberta should be sent to the Houghton Mifflin Company, 500 Howard Street, San Francisco, U.S. A.

The following suggestion, sent in by a Grade Seven teacher who clearly loves her work in English, is so good it must be kept in circulation:

"In September", writes this teacher, "I give each pupil a half-scribbler which we call a Story Book. Each day I read from 'Treasure Island', etc., discussing the story as I go. At home each pupil writes a paragraph, not longer than one page, telling the part of the day's reading which most appeals to him. The Story Books are gathered at nine o'clock, and during the day I read them, making comments, corrections, etc. If the paragraph is badly done, I ask for it to be rewritten; if well done I put G. or V.G. in the margin.

"Limiting the length of the paragraph causes the child

to choose his subject carefully, and to be concise in his treatment of it. The plan aids me in quickly finding the 'non-hearers'; for in every class there are some who look attentive, but whose interest is far away. I find that the pupils enjoy it much more than their regular compositions, for, because the choice of the subject is their own, they feel a greater interest."

If you hadn't thought of this plan, try it. But don't expect wonders in a day. You will no longer need ready-made exercises for drill work in English. Just take up the most frequently recurring errors in the Story Books, and build up exercises of your own around them.

For attractive and effective devices, as well as for soundness of scholarship and method, it would be hard to improve upon "Foundational English", a set of graded text-books by Dr. P. B. Ballard, of London, England. Ballard is a leading authority on educational tests and measurements, and uses to advantage the measurement "techniques", such as "analogies", "opposites", "best answer", etc. The books come in two series of four volumes each, a junior series, and a senior series. For the four grades we are covering here the following are recommended:

For Grade V;

Book 4, Junior Series.....List Price 45 cents

Book 1, Senior Series.....List Price 55 cents

For Grade VI;

Book 1, Senior Series

Book 2, Senior Series.....List Price 65 cents

For Grade VII;

Book 2, Senior Series

Book 3, Senior Series.....List Price 70 cents

For Grade VIII;

Book 3, Senior Series

Book 4, Senior Series.....List Price 75 cents

The books are published in Canada by Clarke, Irwin & Company, 86 Richmond Street West, Toronto. The discount usually allowed on the list price would probably take care of the postage. An exercise below for Grade VII is taken from Book 2 of the Senior Series.

Grade V

I Punctuation—Examine the following sentences:

1. Billy, the captain, will not play hockey today.
2. The policeman, Mr. Barnes, lives on the next street.
3. Yesterday I saw your old friend, Frank Harper.

What words in Sentence 1 tell who Billy was?

What words in Sentence 2 tell who the policeman was?

What words in Sentence 3 tell who the friend was?

What punctuation mark is used in all the sentences to separate the "explaining" word from the rest of the sentence?

Copy the following sentences putting in commas wherever they are needed to show the explaining words:

1. Mr. R. B. Bennett the Prime Minister will speak over the radio.
2. My sister-in-law Gladys was in an accident.
3. My favorite author Charles Dickens wrote "David Copperfield."
4. The music supervisor Captain Hinton called today.
5. Captain Ferguson the drill instructor comes once a week.
6. Milton the poet lost his sight.
7. Pontiac the Indian Chief died in 1769.
8. Gluck the youngest brother helped the stranger.
9. Ink was supplied to David by William the waiter.
10. I am going to visit the home of the specialist Dr. Deane.

II **Capitals**—Write the following sentences using capitals where they are needed and putting a question mark or period at the end:

1. john and i saw aunt fannie in edmonton
2. did you see mary with my sister in montreal
3. uncle john lives in south america
4. does your cousin live in england
5. we spent saturday and sunday at sylvan lake
6. january was a much colder month than december
7. we visited our aunt and uncle on christmas day
8. are good friday and easter monday always holidays

III **Contractions**—Write these sentences and make contractions of the words in black letters:

1. He **was not** very good in arithmetic.
2. She **does not** wish to be disturbed.
3. Her friends **do not** think she can come today.
4. The men **can not** finish the work so soon.
5. It **is too** bad she got so angry.
6. I **am** all ready to begin.
7. **Are** you not ready yet?
8. **Would** he not like to come with us?
9. I **should not** be surprised if he **did not** come.
10. **Were** you not frightened by the crash?

IV **A Test**—In these sentences see if you can select the right word at the end to put in the blank space. Try not to make a single mistake:

1. you at school today? (was, were)
2. Each of the girls asked to bring a friend. (are is)
3. He care if he walks or rides. (don't, doesn't)
4. you run as fast as a rabbit? (can, may)
5. No, I nothing unusual on my way to school? (seen, saw)
6. She her best, but failed. (did, done)
7. He certainly should have better. (knew, known)
8. The upper hinge of the gate is (broke, broken)
9. He has off the point of his pencil (broken, broke)
10. Were your ears badly? (frozen, froze)

Grade VI

I **A Challenge Accepted**—It may be remembered that in the December number a challenge was issued to Grade VI pupils to write a better composition beginning "Presently in came father" than the one published in that number. The challenge was taken up by Frances Forrest, Age 11, in Grade VI of the Erlton School, Calgary. This is the story that Frances submitted:

The Christmas Tree

Presently in came father. It was Christmas Eve and his arms were full of parcels. Hilda, Jack and Betsy jumped up to greet him. "I have ordered a tree," he said. "Oh, goody, goody! cried little Betsy clapping her hands for they had not had a tree since she was born, but now her father had found a job.

The tree arrived! What a time they had decorating it! Although their father could not afford to buy many decorations the children soon made some.

Betsy covered some walnut shells with silver paper and put candies in them while Jack threaded popcorn. Hilda made a star and threw some cotton wool over the tree to make it look as if it were covered with snow. Then they hung up apples and nuts. What a glorious sight it was! "I am sure this is going to be the happiest Christmas we have ever had," Hilda exclaimed.

Now the question arises if this composition is really better than Margaret Herriot's, which was published in December. Perhaps it would be a good exercise to compare the two and see in what respects this is superior. Can you find ways in which Margaret's composition was superior to this?

II **Writing a Conversation**—The following is an entirely original story written by Loraine Holmes, Grade VI, of the Normal Practice School, Calgary:

How Spottie Came to Live at Our House

It was a pleasant summer afternoon, when suddenly Tommy appeared in the doorway. Never before had I seen him in such a state! His clothes were torn and muddy. Down his cheek was a big scratch.

"Sister," he cried, "come quickly."

"Where have you been?" I asked him.

"Quick," was all he would say, "there's a poor little dog outside."

"But where did you get so dirty?" I asked.

"Oh," he replied, "I was chasing him."

We went outside and there was a little black dog busy digging up all the flowers. Tommy ran to him.

"Here he is," he cried.

"Where did you get him?" I asked.

"I found him down in the fields all tired out so I brought him home."

Just then father came home. We bathed the dog and showed him to father.

"May we keep him?" Tommy asked.

"Yes, if you will be good to him," father replied.

And this is how our respectable little dog, Spottie, came to live at our house.

III **Word Study**—Write the sentences below filling in the blank spaces with suitable words chosen from this list:

powerful	accurate	hardy	humorous
solitary	precious	uneven	cowardly
transparent	unsociable	stealthy	heaving
visible	faltering	undaunted	gloomy
bulky	unreasonable	bustling	contrary

1. The little vessel was tossed about on the — waters.
2. We peered into the — cavern but could see nothing clearly.
3. The speaker told such — stories that everybody roared with laughter.
4. I prefer the calm of a country village to the — life of a large city.
5. On account of — winds the vessel made little progress.
6. With — steps the feeble old man walked past.
7. This answer is wrong and several words are wrongly spelt. You must be more —.
8. The porter at the station found it difficult to handle such a — package.
9. To ask me to do your work while you play is an — request.
10. The car bumped and jolted over the — surface of the road.
11. Although he had failed to accomplish the task on two previous occasions, his courage was still —.
12. I cannot see through that thick curtain. It is not —.

Grade VII

I A "Follow-Up" Exercise—On Page 137 of "Learning to Speak and Write", Book II, appears a brief description of Francis Drake, by Charles Kinsley.

1. Make a list of all the words in this paragraph that describe Drake as to **appearance**.

2. Make a list of the words that describe his **character**.

"Drake's luck to all that sail with Drake
For promised lands of gold.
Brave lads—whatever storms may break
We've weathered worse of old!
Tonight the loving-cup we drain—
Tomorrow—for the Spanish Main!"

—(Newbolt).

3. How does this verse, supposed to be spoken by Drake, compare with the above paragraph as a description of Drake's character? Does it bring out any new features of his character? What are they?

4. Explain: (a) promised lands of gold; (b) loving-cup; (c) Spanish Main.

5. To whom are these words spoken? Where is the speaker? (At a banquet? Why?)

6. What result do you think Drake expects of the voyage?

II Many-Worded Adjectives—An adjective need not be a single word; it may be a group of words. If it describes something or somebody it is an adjective.

For example:

A lame soldier (adjective).

A soldier with a bad leg (adjective phrase).

A soldier whose leg had been injured in the war (adjective clause).

Here are 15 many-worded adjectives. Write out the 15 sentences that follow, putting the many-worded adjectives instead of the simple adjectives. For instance, the first should be:

- (1) A person who is never by any chance in time is unlikely to succeed in life.

- (a) that could be easily read

- (b) living in a foreign land

- (c) brought up about an hour before breakfast

- (d) of material that had been woven by peasants

- (e) who is never by any chance in time

- (f) who is strict and stern

- (g) covered with an expensive carpet

- (h) careful how he spends his money

- (i) where the traffic was thick and heavy

- (j) with no taste at all for music

- (k) filled with a large concourse of people

- (l) that could be understood by everyone

- (m) who must have been over six feet high

- (n) which was crowded with passengers going on a holiday.

- (o) so thick that it was impossible to see ten yards ahead

1. An unpunctual man is unlikely to succeed in life.

2. A tall man entered the room.

3. Mrs. Edwards likes an early cup of tea.

4. We were hindered by a dense fog.

5. He rushed across a busy street.

6. The boy wrote a legible hand.

7. A poor man has to be thrifty.

8. He gave a clear account of the match.

9. The room was carpeted.

10. The town hall was crowded.

11. The visitor wore a home-spun suit.

12. He travelled down by an excursion train.

13. An unmusical person is to be pitied.

14. I had a letter this morning from a distant friend.

15. An austere schoolmaster is not necessarily unkind.

—(From "Fundamental English" by P. B. Ballard).

Grade VIII

I Accent—(a) Read the following sentences accenting the words in **black letters** on the first syllable if they are nouns or adjectives, and on the main or root syllables when they are used as verbs:

1. The **absent** members missed a real treat.

2. He was **absent** at the time.

3. She **absented** herself from the party.

4. Put the **accent** on the first syllable.

5. He often **accents** his words on the wrong syllables.

6. He is a drug **addict**.

7. He is **addicted** to drugs.

8. An **affix** may be a prefix or a suffix.

9. Please **affix** your signature to this document.

10. He **attributed** his lack of success to illness.

11. His father had many fine **attributes**.

12. They put hot **compresses** on his ankle.

13. The gas was **compressed** to half the volume.

(b) Write sentences using the following words (1) as nouns; (2) as verbs. Read your sentences aloud: conduct, conflict, desert, present, produce, permit, object, project, rebel, extract, import, increase, survey.

(c) The following words are always accented on the second syllable, whether used as nouns or verbs. Write sentences using each of them both ways, and then read the sentences aloud:

Address, consent, decline, discharge, finance, refrain, request, resort, retort, reverse, reward, romance, corral.

II Pronunciation—(a) In the following words if you sound the vowels in **black-face type** like the "a" in "fate" you will not go far wrong. Consult your dictionary for meanings, accents, etc., and note cases where this pronunciation may not be in agreement with that given in the dictionary: (The bracketed t's are silent).

ague	flagrant	phaeton	armada
apparatus	grimace	masquerade	desperado
ate	gaol (j)	satrap	promenade
bass (voice)	heinous	tornado	tomato
cambric	ignoramus	ultimatum	gratis
croche(t)	ricoché(t)	patriot	patron

(b) Consulting a good dictionary if necessary for meanings and examples write short sentences using each of the above words correctly. Read the sentences aloud to the teacher for correction as to meaning and pronunciation.

No value or service so precious these days to take precedence over money. We must save money at any cost. Economy is the goal of existence. Health, happiness, manhood and womanhood, education—all must be sacrificed for our financial souls. It is a madness that has seized us. Nations and provinces and states and municipalities are struggling wildly and blindly to save the precious stuff. It is as though people ate money, wore money, lived in money houses, drove to heaven in chariots of gold, and suddenly became aware of a terrifying scarcity of the all-important substance. As for the things we really need to eat and wear, we are surfeited with them, and equipped with machines and idle hands to produce an even greater abundance, a surplus beyond our wildest dreams. Yet in the midst of all the plenty our most essential services must be sacrificed. Why? To save money, forsooth. Stupid business!

The World Outside

MISS M. B. MOORE, M.A.

Current Events' Committee
J. D. FERGUSON, M.A., Director

MISS R. J. COUTTS

PROBLEMS OF THE 1935 CONGRESS

The first session of the seventy-fourth Congress met January 3rd to deliberate on the present situation and legislate on matters of paramount national interest.

The discussion of the budget is likely to reveal a difference of opinion between those who claim that a balanced budget is one of the first requisites for recovery and those who consider that present conditions make this undesirable and indeed impossible.

A further difference of opinion is foreseen over the Federal expenditure for public works—a sum which it is anticipated will amount to approximately \$1,500,000,000. This amount will be regarded as too small by those who advance the argument that as private expenditure shrinks, public expenditure should expand proportionately, and those who consider that public expenditure of this nature discourages private enterprise by fixing prices above their normal level.

Debate may be anticipated on the allocating of relief expenditures between the Federal and State Governments. At present the Federal Government contributes about 75 per cent—a proportion which they believe to be greater than their share.

The perennial question of the soldiers' bonus will again be aired. In 1924 the ex-soldiers agreed to accept, in place of cash the Government's not payable at the end of 20 years. Present payment in cash would involve a further outlay of \$2,000,000,000 and is opposed by those who claim that such a concession would be like an attempt to collect the face value of an endowment policy years before it is due.

What about inflation? Shall the President exercise the powers given to him under the Farm Relief Act of 1933, the Silver Purchase Act and the Gold Reserve Act, 1934, to inflate the currency?

There will also be an expression of opinion on the re-modeled N.I.R.A. whether it is still to be regarded as an emergency measure or an accepted reform. Price and production control will bulk largely in this discussion.

Representatives of organized labor are likely to advocate the adoption of the 30 hour week as a means of solving the unemployment question. This will meet with opposition from those who say that unless wages are reduced proportionately with hours it will result in an increase in the production cost.

The President is likely to submit again in modified form the St. Lawrence Waterways Treaty as he is strongly impressed by the opportunity it presents for the development of cheap power in close proximity to a great industrial and rural market and within transmission distance of millions of domestic consumers.

Some method of providing economic security by unemployment insurance is a further item on the programme.

In his opening address to Congress President Roosevelt gave a statement of policy that helped to clarify the situation. Although it did not satisfy either those radicals who favour the elimination of "the profit motive" and the further socializing of industry, or those conservatives who demand the free play of individualism without any check on earning power and who would limit government assistance to the dole, nevertheless, it won the strong support of the great majority between these extremes. Throughout his address the President revealed that boundless optimism and

unhesitating confidence in the ultimate triumph of the New Deal that has characterized all his previous pronouncements.

PEACE IN THE PACIFIC

A preliminary conference between representatives of Great Britain, United States and Japan met recently in London to discuss the prospects for the further continuance of the holiday in naval armaments. Although it did not reach any conclusive agreement it, at least, afforded an opportunity for the straightforward presentation of each nation's position.

Japan intimated her dissatisfaction with the existing Washington Treaty because she is convinced that the subordinate naval position allotted to her in the 5-5-3 ratio expresses an inferior national position not in keeping with the prestige of an admittedly first rate power. This represents an entirely different position from that expressed by Baron Kato at the Washington Conference, 1922, when he said: "Japan has never claimed nor ever had the intention of claiming, to have a naval establishment equal in strength to that of the United States or Great Britain." She explains this change of front by stating "that the increase of the cruising radius of ships, the progress in air forces, and the development in arts of attack have been so great in the past ten years that they make equality of naval strength between Japan, America and Great Britain essential". Also, that the hostility of world opinion, because of Japan's course in Manchuria, increased her insecurity and that responsibility for the defence of Manchukuo has increased her need of naval armament. Neither the British nor American representatives were convinced with this presentation of the case. The British pointed out that, owing to their far-flung empire, they would never be able to concentrate more than a portion of their fleet in the Pacific while the Americans advanced the argument that they had both the Atlantic and the Pacific coast lines to defend. Accordingly, both were of the opinion, under these conditions, Japanese parity really meant Japanese supremacy, seeing that the entire Japanese fleet would always be concentrated in Pacific waters.

Since the termination of the Conference, Japan gave official notification, on December 31st, 1934, of her desire to withdraw from the Washington agreement. As this treaty provides, in such an eventuality, for the holding of a conference in the following year, it is expected that after some time has been allowed for the conference delegates to discuss with their respective governments the accomplishments

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of the preliminary conference, Great Britain will again call representatives from Japan and United States into consultation.

To effect a satisfactory solution it would appear that some basis for a common understanding must be found on the following points: (1) To what extent are United States and Great Britain prepared to assist Japan in finding a solution for some of the practical difficulties with which she is confronted—the most important being her congested population? The density of her present population is rated at 2,547 per square mile of arable land (as compared with that of the United States where it is 186 per square mile)—a population that at present is increasing at the rate of 8,000,000 per decade.

(2) Is Japan prepared to support a cardinal principle in both United States' and Great Britain's foreign policy—that of the "open door" or equality of commercial opportunity in China? In spite of the declaration of two years ago of the Foreign Minister of Manchukuo "that the principle of the open door shall be observed" and more recently that of Japan's Foreign Minister Koki Hirota to the same effect, there is concrete evidence that this is not at present being observed. Government interference with what was formerly competitive commerce is now the order of the day—a tangible evidence of which is the step being taken by the Manchukuo government to institute an oil monopoly to the detriment of British and American companies.

(3) To what extent is Japan willing to share the responsibility for maintaining peace in the Pacific with the Western nations, or to what extent does she wish to play a lone hand? Moreover, certain distrusts must be eliminated. At present Japan feels that the American people, if not the American government, have helped and are helping the Chinese with loans, airplane equipment and military training in order that China may endanger Japan's legitimate position on the Asiatic continent. On the other hand, America feels that the destruction of the Nine Power Treaty has wrecked the foundations on which the peace of the Pacific was laid and that Japan's aggressive policy since 1931 has threatened the rights of China, Great Britain and United States—a policy which would seem to indicate that in future more reliance is to be placed on armaments than on agreements.

However, all three nations should realize that they have a common core of interest in a rehabilitated China that would afford ample commercial opportunities for all. Efforts should be directed to this goal rather than to entering upon a competitive race in the construction of naval armaments—a race that would be costly, purposeless and in no way contribute to the best interests of any one of the three nations concerned.

THE INTERNATIONAL OUTLOOK

Recent developments seem to indicate that the high tension in international relationships caused by the assassinations, bellicose utterances and frontier disputes which characterized 1934 has abated, thereby greatly improving the outlook for 1935.

Among the more recent developments contributing to this end are:

(1) The practical certainty of the United States becoming a member of the World Court—a step which the American Bar Association has consistently advocated for a long time but which was always frustrated by a re-actionary group in the Senate. The last election removed this obstacle by wiping out most of the opponents.

(2) The suggestion from Washington that the United States was to abandon the "freedom of the seas" policy, for neutral countries in war time, has removed one of the chief barriers to the creation of an international police force (so long advocated by France) so that the League could put force behind the law instead of behind the law-breaker. This will go far to remove Great Britain's previous objection that it might bring her into collision with the United States. In fact a change in British attitude is already indicated when she proposed the present international police force to maintain order during the taking of the plebiscite in the Saar. This is the most important experiment to date of the operation of an international police and its success is acknowledged.

Possibly the most outstanding development has been the recent rapprochement between France and Italy resulting from the visit to Rome of Foreign Minister Pierre Laval. Franco-Italian pacts were negotiated guaranteeing Austria's independence, recommending non-interference in each other's affairs by central European nations and settling outstanding Franco-Italian differences. This accomplishment is hailed as making possible a new basis upon which disarmament negotiations may be revived with a fair prospect of success.

Meanwhile, the disarmament idea has been gaining impetus. Viewed in the retrospect of the past fifteen years more and more people are coming to realize that the appalling struggle of 1914-18 was lost by everyone and won by nobody and that any future war would be equally calamitous.

As a result of the disclosures made by investigations into the arms industry there is a growing denunciation of the operations of the merchants of death. Public opinion has been so aroused that the governments of both Great Britain and France have had to promise an investigation at an early date.

The first step towards the final settlement of the ownership of the Saar territory has been successfully negotiated. In accordance with the provisions of the Versailles Treaty the Council of the League has not to decide on the sovereignty under which the territory is to be placed. Taking into account the wishes of the inhabitants, as expressed in the recent plebiscite, this should not be a difficult task. Should Hitler be satisfied with this victory and consent to maintain the integrity of Austria, as desired by France, Italy and Great Britain, it would afford a basis for further progressive co-operation.

From all these tendencies it would seem a new hope has been revived for 1935.



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Problems of Rural Education

G. M. Dunlop, M.A., Camrose, Editor

SEVERAL excellent contributions have been received and will be included in this or later issues. These contributions are encouraging, since they constitute a step in the direction of making this department a clearing house of opinion for the teachers of the rural schools of the province. Remember that anything which concerns the teacher of the rural school is of value. Can we hope to have your problems or contributions in the near future?—Editor.

THE ACTIVITY PROGRAM FOR RURAL SCHOOLS

THE Rural School Situation Today", in the January issue of *The A.T.A. Magazine*, was an effort at the consideration of the condition of the one-teacher school, and a review of the various ideas which have been advanced for its improvement. It made dull reading, as little hope for the betterment of the rural school was expressed therein. In this article a more optimistic attitude will be found, for it will be devoted to the exposition of a really constructive body of ideas which are forcing their way into courses of study everywhere, and which promise definite improvement of conditions for the rural school teacher and her school.

I. The Protest Against Our Courses of Study.

The approach to the activity program in rural schools has been from two points of the educational compass. The first arises out of the growing body of protest against the rigid and reactionary courses of study which were everywhere in use. The second came from the over-burdened teacher of the one-roomed school.

The protest against courses of study grows out of the fact that they have been too rigid, too inelastic to permit adaptation to the widely varying environments of the schools. The courses were over-standardized. The pupils were forced to receive too stereotyped an education, without consideration of their needs. Teachers everywhere felt this spirit of protest, realizing that the course should vary with the environment of the school, and even with the needs of the pupils. In the private schools of the United States much experimentation with curricula resulted in the search for a more useful type of program.

In the field of method, too, the spirit of protest was felt. Why should the teacher be the centre of the school, playing the dominant role in class and even playground activities, while the pupils sat in rows, or played in groups as the teacher demanded? Why should the child spend his time on dull academic occupations when a wealth of educational material in his environment was neglected?

Rugg and Shumaker in "The Child-Centred School" expressed this changed outlook in the following "Articles of Faith":

1. Freedom of the child in movement.
2. Child initiative rather than teacher initiative.
3. The active rather than the passive school program.
4. Child interest.

5. Creative self-expression.

6. Personality and social adjustment.

In this interesting book they show how the child-centred school is organized and administered, and suggest a new type of course of study which would allow for the achievement of the above aims.

II. The Protest of the Teacher of the One-teacher School.

The over-burdened teacher of the one-teacher school added her protest against the existing scheme of things. She had too many classes for proper school administration. The recitation periods were too brief. The classes were far too small for the proper socialization of the pupils. Dr. Fannie Dunn, of Columbia University, has worked towards the solution of these problems of the rural school for many years. In her experimental work in New Jersey, at the Quaker Grove school, she discovered the limitations of alternation of grades with grade grouping, which was described briefly in the last article. In her more recent work at Wilton, Connecticut, she utilized the principle of alternation and grade grouping, but blended it with the new concept of a course of studies, and the new technique of school organization and management which had been advocated by Rugg and Shumaker in "The Child-Centred School". The results of her experimentation are being tried out in the field on a large scale today. Her work may be said to have two main aspects: reorganization of the school and readjustment of the curriculum.

III. Reorganization of the School.

Her first step is to dismiss the idea of a school of eight rigid grades. Instead the pupils are divided into three divisions: group C, (Grades I, II, III); group B, (Grades IV, V or IV, V, VI); and group A, (Grades VII and VIII or VI, VII, VIII). The pupils of each of these three groups are to be regarded as one class, save that the outcomes of study will be suited to their years. This reorganization of the school into three large groups accomplished three important changes. It reduced the number of classes taught, lengthened the recitation periods and provided for greater social experience through working in larger groups.

The course of studies followed is worked out in a three year cycle of work. A different course is given in each of the three years of the cycle, (referred to as X, Y, and Z) for each of the three groups or classes. Such skills or tool subjects as Reading, Writing and Arithmetic, are handled in special periods and, where necessary, in smaller groups, or individually. The main work of the school, however, is handled in the three main groups. It can readily be seen that such a course provides for nine years of work. That would be the case in our eight grade school today. In this scheme a flexible promotion system has been devised whereby gifted and even normal pupils can be accelerated, since the work being studied in Groups A, B, and C in any year, X for example, permits promotion from one group to another

without great loss of information, while promotion within a group is easy. Thus the able child would be enabled to pass through the public school in eight, seven or even six years, while the slow child might take nine years without experiencing the ignominy of repeating a year or being recognized as a failure.

IV. Curricular Readjustment.

In the field of curricula the changes recommended are drastic. The old course of studies, with its many subjects in perpendicular, water-tight compartments, goes by the board. In its place is an activity program which ignores the boundaries of subjects, and runs through the child's experience.

The main outlines only are worked out. There is a course provided for each of groups A, B, and C for each of X, Y, and Z years of the three year cycle. The course consists of large units or topics which have, as their core, the Social Sciences. Into each unit is articulated portions of the work usually accomplished in the school grades. Thus, a pupil passing through such a school, would cover the same or a greater territory of knowledge than is done today.

But there is a grave difference in the manner in which the courses are approached. The pupils work out the details of the units of work, with the guidance and encouragement of the teacher. They decide what is to be done, how they will do it, and what outcomes are to be produced. They strike committees and assign responsibilities. They read, report, discuss, build, saw, model, paint and calculate in the execution of the unit according to the "Articles of Faith" of the child-centred school mentioned above.

Each of the units must qualify under the following criteria:

1. Child's progress. Does the unit fill a genuine need of the pupil?
2. Objectives. Does the unit contribute to the objectives set up for the year?
3. Variety. Does it present a great variety of child activity?
4. Satisfaction. Will the unit satisfy the children?
5. Leading-on value. Will it lead the pupils on to other profitable units?
6. Freshness. Does it provide learning impossible in earlier school life or out of school activity?

Such a program, based as it is on pupil directed activity, would seem to be more educative than is our present course of studies. There is nothing new about such a curriculum. It is as old as Dewey's "Learning by Doing". Memorization and passive acceptance are replaced by initiative, discovery and guided activity. The teacher becomes the guide and adviser; the pupil is the actor.

Though painfully brief, this summary indicates the two main features of this recent trend in rural education. Through the A, B, C, grouping and the X, Y, Z cycle the number of classes is reduced and better work made possible. The activity curriculum vitalizes and makes worthwhile what is studied, while the new technique of learning makes study an active rather than a passive process.

Next month a typical unit of an activity program will

be submitted for consideration. At the same time an effort will be made to evaluate the ideas involved in the activity program for rural schools.

THE LIBRARY IN THE RURAL SCHOOL

Miss E. Clever, Librarian,
Provincial Normal School, Camrose

Modern methods of education have come to demand more and more the use of many books and much supplementary material for use by the pupils. No longer is one prescribed textbook adequate. Pupils are led to consult many sources and to consider a topic from many points of view. There is a great need for pictures, maps, atlases and other types of interesting source material. Even the youngest pupils are given projects to work out, and are led to collect their own material. Not only should the school library contain much material for leisure time reading, by which the pupils will acquire facility in reading and an enjoyment of literature, but there is also a great need for a collection of material of an informational type, so written as to be within the range of interest and comprehension of the pupils. This should be attractive both in make-up and content so that the children will be eager to read.

The matter of financing a school library is no simpler than that of financing any other project, but I am certain that even in these days something can be done by the enterprising teacher. There is the yearly school concert. A small admission fee or even a silver collection should net enough to buy several books. Do a little missionary work beforehand and make the people of your neighborhood realize the pressing need for a library. After a year or so even the most prejudiced will understand that, without proper library equipment, a school is only half a school after all. There is some organization in almost every community which would be willing to contribute something towards your cause, if only they were brought to understand its importance.

When the books have been purchased and placed on the shelves, it is a teacher's duty to teach a proper respect for them. By this I do not mean that the pupils are to consider them as something sacred, and only to be gazed upon, but rather as a very necessary part of the school equipment, and no more to be written upon nor disfigured than the school walls or desks.

A permanent record of the books should be made in a book kept for this purpose. The pupil will be encouraged to take a personal interest in the library if he is allowed to act as librarian for periods of a week, or even a month. Have the librarian sign the borrower's name either on a card which has been placed in a pocket pasted in the back of the book, as is done in public libraries, or in a hard covered notebook. If the latter plan were adopted, the page should be ruled in columns, headed, "Borrower's name", "Name of book", "Date due", "Date returned". Incoming books should be checked by the librarian to see that the books have received no unduly hard usage.

In closing it might be well to give a few suggestions concerning free materials. The women's magazines, today,

are particularly rich in illustrations of child life, which might be pasted in thin books, and around which interesting stories might be written. These need be only a few sentences in length, and, when the vocabulary is carefully chosen, will make excellent supplementary reading material for the primary grades.

The Extension Library of the University of Alberta lends excellent collections of children's books to rural schools. No charge other than for transportation is made, provided that the books receive good care and show only the minimum of wear and tear. Of course, any lost or mutilated book would have to be replaced.

There is a wealth of free material which will prove valuable for reference in the senior grades. The publicity departments and other branches of the provincial governments supply free materials to teachers who apply.

The Chambers of Commerce of many Canadian cities have prepared interesting and informative pamphlets regarding the natural resources, industries and recreational attractions of their cities.

The Canadian Industries Ltd. Montreal, publish quarterly, an interesting booklet. This material is exceedingly well illustrated.

The Hudson's Bay Company publish, quarterly, at Winnipeg, an illustrated booklet, "The Beaver", which contains excellent historical material.

The C.P.R. and C.N.R. illustrated pamphlets are also useful for their illustrative material.

J. M. Dent & Sons (Toronto and Vancouver) publish two monthly teachers' helps, "School Days", and "Dent's Teachers' Aid" which are supplied free on application.

Canadian Teachers' Federation Page

Supplied by E. K. Marshall, Director, Winnipeg.

THE PRESS IN EDUCATION

It is perfectly true, as Mr. Rene Fredette, of Fournier, told the French section of the Prescott and Russell Teachers' Institute, at their Ottawa Convention, that the daily newspapers can be utilized with great effectiveness in the teaching of History and Geography, in imparting some knowledge of current events.

Every well-informed adult depends upon the newspapers, primarily, for information on what is happening in his own community and in all the world outside. This primary source may be supplemented by weekly and monthly publications, by reviews and critical studies, but it is from the daily press that he learns of rioting in Spain, political developments in Britain, whatever it may be that interests him.

An intelligent selection of news items will enable the teacher to clothe the dry bones of historical or geographical fact with life and reality.—Ottawa Journal.

CUTS RESTORED

A new schedule on the two Canadian Railway systems became effective January 1st. By this a gradual reduction in the pay cuts from 15% to 10% will be made during the next few months. Existing wage agreements continue until the end of the year. On January 1st the basic rate of pay will be 12% instead of 15% from the general scale and on May 1st the reduction will go to 10%. Pay cuts were first made about two years ago. The present agreement was reached recently after negotiations between the Canadian Pacific and the Canadian National and representatives of the employees.

PLANNING FOR LIFE

Dr. J. Elmer Morgan, Editor of *The Journal of the National Education Association*, in his presidential address, suggested certain needs of American education. He believed that it was possible to bring intelligence and order into our system of life and suggested the following as among the needs:

1. The education of adults to deal with the nation's civic, economic, and social crisis.
2. The development of educational opportunities for the more than three million youth under eighteen years of age for whom there are now neither schools nor jobs.
3. The development of a system of human accounting which will reveal both educational and vocational needs.

4. The re-organization of national income and taxation so as to make reasonable and stable school support possible.
5. The re-organization of rural education to make it the efficient instrument of a co-operative scientific agriculture, supporting a worthy community life.
6. The development of systems of special education for local, state, and national civil service.
7. The retraining of America's teachers that they may more effectively relate school activities to home and neighborhood life.

NEED FOR MINIMUM SALARIES

Mr. J. R. MacKay, President of the Canadian Teachers' Federation, in a recent address at Melville, Saskatchewan, pointed out that while inexperienced kitchen help in a restaurant is guaranteed a minimum salary of about \$500 per year, a great many rural teachers are getting in the neighborhood of \$406. He urged teachers to support the resolution which was submitted to the Convention urging the Government to establish a minimum wage for rural teachers of \$720 per year.

RESTORING CUTS

Determination to lift prices and values higher during the next four months was evidenced recently in a decree that the United States Government salaries would be restored to their pre-depression levels by next July 1st.

President Roosevelt revealed that the Budget for the new fiscal year would include funds for replacing the last 5% of the 15% that the administration cut from Federal salaries.

STAFF REDUCED AND ENROLLMENT UP

Dr. H. D. Dennie, of Regina, in his annual report says that the reduction in the teaching staff by six teachers contributed to the reduced expenditure of the Board but also increased average enrollment which is now 41 pupils per room.

TEACHERS IN PUBLIC OFFICE

The Regina Branch of the Saskatchewan Teachers' Federation is asking the Board to repeal its ruling of last July, with the exception of the clause referring to teachers engaging in school board elections. The Board has not yet dealt with the matter but evidently the problem which arose in connection with Mr. M. J. Coldwell will have to be solved sooner or later.

Educational Research Department

Edited by H. E. Smith, Ph.D.

The Research Department will present each month reports of educational investigations carried out by Alberta teachers. Contributions are requested. Communications should be addressed to Dr. H. E. Smith, University of Alberta, Edmonton.

LAZERTE DIAGNOSTIC PROBLEM-SOLVING TESTS IN ARITHMETIC

M. E. Lazerte, Ph.D., Director, School of Education

RETURNS from the October survey were not received until late in the term. Approximately ten thousand tests were given in grades three, four, five, six, and seven. Scores have been reported for 548 pupils of grade III, 590 of grade IV, 712 of grade V, 872 of grade VI, and 854 of grade VII. It is impossible to determine what degree of selection there is in this group of 40% of the pupils who wrote the test.

The norms for the scores obtained in Alberta last term appear to be lower than those given on the front pages of the tests. When comparing the two sets of norms two facts must be kept in mind. The norms presented below are ordinary averages, that is, arithmetic mean scores, but the original norms given on the test papers are median scores. The norms now given were obtained from Alberta schools only; the original norms were obtained from four provinces.

Norms:

Grade III

Test	Possible Score	Median Score (Oct. 1.)		
		Pupil's Score		
		Lower Half of Grade	Entire Grade	Upper Half of Grade
1. Problems:	15	2.9	4.5	6.0
2. Language: Items 1 to 14	14	2.4	3.9	5.3
2. Analysis: Items 15 to 22	9	0.6	1.7	2.7
2. Deducing Unknowns: Items 23 to 40	18	1.1	3.2	5.1
2. Interpreting Results: Items 41 to 44	4	0.1	0.3	0.6

Grade IV

Test	Possible Score	Median Score (Oct. 1.)		
		Pupil's Score		
		Lower Half of Grade	Entire Grade	Upper Half of Grade
1. Problems:	13	3.0	4.2	5.4
2. Language: Items 1 to 13	13	4.1	5.9	7.6
2. Analysis: Items 14 to 26	14	1.5	3.4	5.2
2. Deducing Unknowns: Items 27 to 48	22	3.1	6.1	9.0
2. Interpreting Results: Items 49 to 53	6	0.1	0.7	1.2

Grade V

Test	Possible Score	Median Score (Oct. 1.)		
		Pupil's Score		
		Lower Half of Grade	Entire Grade	Upper Half of Grade
1. Problems:	13	3.1	5.0	5.7
2. Language: Items 1 to 12	12	4.8	6.3	7.7
2. Analysis: Items 13 to 26	19	3.4	6.2	8.9
2. Deducing Unknowns: Items 27 to 43	19	3.2	5.9	8.4
2. Interpreting Results: Items 44 to 49	7	0.8	2.1	3.4

Grade VI

Test	Possible Score	Median Score (Oct. 1.)		
		Pupil's Score		
		Lower Half of Grade	Entire Grade	Upper Half of Grade
1. Problems:	13	3.6	5.0	6.4
2. Language: Items 1 to 12	12	4.7	6.3	7.8
2. Analysis: Items 13 to 25	17	4.3	6.9	9.3
2. Deducing Unknowns: Items 26 to 43	25	5.9	9.9	13.8
2. Interpreting Results: Items 44 to 49	8	1.6	3.1	4.6

Grade VII

Test	Possible Score	Median Score (Oct. 1.)		
		Pupil's Score		
		Lower Half of Grade	Entire Grade	Upper Half of Grade
1. Problems:	14	3.9	5.0	6.1
2. Language: Items 1 to 9	9	4.5	5.7	6.9
2. Analysis: Items 10 to 19	13	4.0	5.8	7.5
2. Deducing Unknowns: Items 20 to 38	24	9.3	12.8	16.1
2. Interpreting Results: Items 39 to 46	11	4.8	6.7	8.4

Diagnosis of Pupils' Errors

Of the marking of tests there is no end. Probably this fact explains why many teachers do not find time to follow the scoring of the tests by an analysis of pupils' errors. Pupils are benefitted little if any by writing a test paper. Educational gains can result only from corrective teaching that is based upon a knowledge of pupils' attainments and errors. To assist teachers who have difficulty in analyzing pupils' answer papers the following analysis of one such paper is given.

A check list of errors appears on page 4 of each test used in the recent survey.

Check List of Errors

Language	Frequency
1. Misinterprets terms such as area, perimeter, gain, income	v
2. True meaning of problem is not grasped	vv
3. Mis-spellings in the written solution.	vvvvvvv
4. Faulty use of English: grammatical errors.	vvvvvvv
5. Wrong abbreviations: words, signs, etc.	vvvv

Analysis of Problem and Mathematical Statement of Relationships.

6. Introduces irrelevant data.	
7. Omits given data: all the relationships are not used.	
8. Wrong statements. Pupil does not understand basic relationships involved. Relation of item	
$\frac{a}{b} = \frac{c}{d}$	
to item as in $\frac{a}{b} = \frac{c}{d}$, or $x = ab$, is not grasped	vvvvvvvvvvv

Deducing Required Unknowns.

9. Errors in transcription.	v
10. Uses wrong formulas or rules.	
11. Memory contributes wrong denominate number facts: (a) Quantitative errors	v
(b) Qualitative errors	

12. Uses wrong fundamental operation.	_____
13. Finds some unknown other than that required.	_____
14. Solution not completed.	vv
15. Different parts of solution are attempted in the wrong order.	_____
16. Errors in addition.	_____
17. Errors in subtraction.	_____
18. Errors in multiplication.	v
19. Errors in division.	v
20. Errors in manipulating common fractions.	_____
21. Errors in manipulating decimal fractions.	_____
22. Errors in computations, involving percentage.	v
Interpretation of Results.	
23. Wrong units attached to numerical result.	vvvv
24. No units attached to numerical result.	vvvvvv
25. Answer unchecked; glaring errors are undetected.	v

To illustrate the use of this or any other check list, the paper of pupil A is given below. A was in grade VII when she wrote the test in October, 1934. Her scores on the diagnostic test were as shown immediately following.

Test	Median Score (Oct. 1.)				
	Possible Score	Pupil's Score	Lower Half of Grade	Entire Grade	Upper Half of Grade
1. Problems:	14	1	3.7	5.3	6.6
2. Language: Items 1 to 9	9	8	5.2	6.5	7.8
2. Analysis: Items 10 to 19	18	1	2.2	3.9	5.7
2. Deducing Unknowns: Items 20 to 38	24	12	5.5	9.9	15.0
2. Interpreting Results: Items 39 to 46	11	9	5.0	6.8	9.0

It may be noted that the scores on "Language", "Deducing Unknowns" and "Interpreting Results" are above the grade averages. The scores are low on Test 1 that demands the solutions for the fourteen problems below, and on the "Analysis" Test.

A's solutions for the fourteen problems of Test 1 are given below and after each solution an analysis of the errors is made by the present writer.

The instructions at the top of Test 1 are, "Try all the questions on pages 2 and 3. You will have time to finish. Answer each question in the empty space just below it. Do all your work on this paper. As soon as you finish one question go on to the next."

Test 1

1. If 3 pounds of beefsteak cost \$1.35, what will 5 pounds cost?

Solution—Cost of 3 lbs. of beefsteak = \$1.35
 Cost of 1 lb. of beefsteak = $(1.35 \div 3) = .45c$
 Cost of 5 lbs. of beefsteak = $(.45 \times 5) = \$2.25$

Comments—The answer is correct. In line 2 the ".45c" should logically be \$.45. (Error No. 23). As used in the third line, however, the ".45" is interpreted as dollars. (Error No. 24.). Error 5 in two lines (lbs. for lb.).

2. In four days a carpenter worked 10 hours, 7 hours, 8 hours, and 9 hours. How much did he earn at 45 cents an hour?

Solution—Amt. earned 1st day = $(10 \times .45) = \$4.50$
 Amt. earned 2nd day = $(7 \times .45) = \$3.15$
 Amt. earned 3rd day = $(8 \times .45) = \$3.60$
 Amt. earned 4th day = $(9 \times .45) = \$4.05$

Comments—Solution not completed (Error No. 14). Full meaning of problem not grasped (Error No. 2). The sign "\$" not attached to the ".45". (Error No. 24).

3. A man buys ice-cream at \$1.20 a gallon. From each quart he serves five dishes at 10 cents a dish. What is his profit on 1 gallon of ice-cream?

Solution—Cost ice-cream per gal. = \$1.20
 Cost ice-cream per qt. = $1.20 \div 4 = .30$
 Cost ice-cream per gal. at .30c qt. = $(.30 \times 4) = 1.20$
 Cost of 5 dishes in 1 qt. = $(.10 \times 5) = .50c$
 Profit on 1 gal. = $(\$1.20 - .50) = .70c$

Comments—Error 24 in line 2. Error 23 in ".30c" in line 3. While temporarily lost in line 3, error No. 2 appears. Error 24 and error 23 in line 4. Errors 8 and 23 in line 5.

4. A farmer raised 26 bushels of wheat per acre on 49 acres. How much is it worth at \$1.12 per bushel?

Solution—No. bus. of wheat raised per acre = 26 bu.
 No. bus. of wheat raised in 49 acres = (26×49)
 bus. = 1274 bus.
 Cost price of wheat raised = $(1274 \times 1.12) = \$1426.88$

Comments—Error 4 in line 1. Error 5 in line 2 (bus.). Error 9 in line 2. (26×49) is used as (29×49) . Error 1 in line 3. There is no "Cost" involved. Error 24 in line 3. ".12" should be \$1.12.

5. I bought a load of coal weighing 7500 pounds at \$6.20 a ton. What did I pay for the coal?

Solution—No. of tons of coal = $(7500 \div 2000) = 3.75$ tons.
 Cost Price of coal = $(3.75 \times 6.20) = \$23.25$

Comments—Error 4 in line 1. Error 11(a) in line 1. (100 instead of 2000).

6. How many square yards of pavement are there in a street $\frac{1}{4}$ mile long and 66 ft. wide?

Solution—Length of pavement = 1320 ft.
 Width of pavement = 66 ft.
 Area of pavement = (1320×66) sq. ft. = 87120 sq. ft. = $(87120 \div 9)$ sq. yds. = 9680 sq. yds.

Comments—Error No. 19 in line 4. Error No. 5 in line 4. "yd." not "yds."

7. A boy can run 100 yards in 12 seconds. How far would he run in an hour if he could keep running this fast?

Solution—No. of yds. ran in 12 seconds = 100 yds.
 No. of yds. ran in 1 second = $(100 \div 12) = 8\frac{1}{3}$ yds.
 No. of yds. ran in 1 hr. = $(60 \times 60 \div 8\frac{1}{3}) = 4320$ yds.

Comments—Error No. 5 (yds.) in lines 1, 2, and 3. Error No. 8 in line 3. The essential relationship is wrong.

8. A dealer bought 5 tons of seed potatoes at \$2 per bushel and sold them at 80 cents a peck. How much did he gain?

Solution—No. bu. of potatoes = 5 tons = 300 bus.
 C.P. of potatoes per pk. = $(180 \times 75) = \$13.50$
 No. peck of potatoes = $(300 \div 4) = 75$ pks.
 C.P. of potatoes per pk. = $(180 \times 75) = \$13.50$
 Gain on potatoes = $(\$13.50 - 80c) = \12.70

Comments—Error No. 4 in line 1. (bu.=tons). Error No. 8 in line 1. Note how 60 lb. per bushel is used. Error No. 18 in line 2. Error No. 8 in line 3. (Relation of pecks to bushels). Errors 8 and 24 in line 4. Error '8 in line 5.

In this problem pupil A shows marked inability to grasp essential quantitative relationships and makes three errors of type 8. The reader begins to understand why a score of 1 on "Analyses" is paralleled by a score of 1 on "Problems."

9. If 12 $\frac{1}{2}$ tons of feed cost \$84.00, how much feed can I buy for \$16.00?

Solution—C.P. of 12½ tons of feed=\$84.

Amount bought for \$16= \$(84÷16)=5½ tons.

Comments—Error No. 8 in line 2. Ratio of dollars to dollars does not give tons.

10. A coal bin 10½ ft. long, 7½ ft. wide, and 4½ ft. high is 2/3 full of coal. Find the value of the coal at \$7.50 a ton. (One ton of coal occupies 35 cubic feet.)

Solution—Length of coal bin=10½ ft.

Width of coal bin= 7½ ft.

Height of coal bin= 4½ ft.

Volume of coal bin=(10½×7½×4½)×1 cu. ft. =
11,025 cu. ft.

1 ton of coal occupies=35 cu. ft.

No. ton of coal in coal bin = (11025÷35) =
315 tons.

C.P. =(315×7.50)=\$2362.50.

Comments—Error No. 25 in line 4. Error No. 24 in line 7 (\$7.50).

11. A railroad company has 245.59 miles of railway. If the total earnings in 1928 were \$2,700,723 and the cost of operation was \$2,448,207, find the average profit per mile of railway.

Solution—Total earning of railway=

\$(2700,723+2,448,207)=\$5,148,925.

No. miles of railway=245.59 miles.

Total earning for 1 mile of railway=

(\$5148925÷245.59)=\$20969.60

Comments—Error No. 8 in line 1 (Relation of earnings to expenses, etc.). This pupil uses the sign “=” when the word “is” more fittingly meets the needs. This has not been tabulated as an error. Up to this point this error has occurred very many times.

12. After giving 25% of his marbles to Tommy and 30% of them to Harry, Bob had left for himself 40 more than he had given Tommy. How many did he give Tommy?

Solution—Bob gave Tommy =(¼ of 40)= 10 marbles.

No. of marbles Bob had left = 40 marbles.

Comments—Error No. 8 in line 1. Relationships are certainly not seen. Error No. 4 in line 2 and in line 1. This use of the equation sign cannot be pardoned.

13. In 1916 there were 47,978 pupils enrolled in rural schools and 51,223 pupils enrolled in graded schools in Alberta. What per cent. of all the pupils were in graded schools?

Solution—No. pupils enrolled in rural schools=47,978 pupils.

No. pupils enrolled in graded schools=51,223 pupils.

Total 99,201 pupils.

½% of all the people were in graded schools.

Comments—Error 4 in line 1. Errors 8 and 22 in line 4.

14. A cow produced 17,896 lbs. of milk testing 3.48% butterfat. Find the value of the butterfat at \$2.38 2/5 per cwt.

Solution—No. lbs. of milk the cow produced =17,896 lbs.

No. lbs. of butterfat =3.48 left.

Comments—Error No. 4 in line 1. Error 8 in line 2. Error 14.

Summary

The reader may disagree with a few of the tabulations even though the marking is quite objective. The errors noted are entered on the check list. There are three outstanding types that demand remedial attention. These three types relate to the use of English, to analysis of the essential quantitative relationships and to the use of denominate number units. The remedial work should centre around these three typical errors.

Remedial exercises will be discussed in later issues of this magazine. The foregoing analyses of errors is given here in the hope that a few teachers will be aided in diagnosing pupil difficulties.

A PRISON STUDY

Dr. H. E. Smith, School of Education

Interesting as may be the life stories of many men at Fort Saskatchewan Gaol, I shall have to limit myself to two brief summaries. The first relates to “Morris” who, in the eight-year period between his 21st and 29th birthday, was sentenced to terms in gaols and penitentiaries totalling over ten years. Two terms were for three years each, two for two years each, and one for three months. During these eight years M breathed for only five months the air of freedom.

M was born in Michigan in 1903. Seven years later the parents separated, the father having custody of the two boys. They moved about considerably but M liked school and reached Grade VIII. In 1917 M and his father came to Alberta, taking up a farm near Edmonton. Soon thereafter M left home to work at odd jobs, returning home from time to time during the winter months. He held for a time a job as sub-foreman in a railway construction camp, but preferred changes of occupation.

At age twenty-one M treated himself to the joy of a ride in a stolen auto in Edmonton. This yielded him a two-year suspended sentence under supervision of the Salvation Army. Three months later he was charged with setting fire to the S. A. building in which he was living. Against his protest of innocence he got three years in penitentiary. Another joy-riding episode in Calgary brought him a further two years. The subsequent sentences were for minor forms of theft.

M knows little about his mother, and remembers only vaguely the events of his early home life. His father, he says, was always very good to him and always made him welcome at home. Interviewed several times, M was invariably friendly, easily accessible in conversation and appeared sincere in his statements. He readily admitted all of his wrongdoings except for the arson charge of which he claims he was not guilty. He has a fairly clear sense of right and wrong, and quite a rational view of life. He appears overly suggestible, emotionally somewhat unstable, and in thought decidedly immature. His mental status is borderline.

M. is determined that in the future he will go straight, but recognizes his weaknesses and realizes that he must have steady employment if his resolution is to hold. He has no definite plans, and indeed is so much out of touch with the world outside of prison walls that he is scarcely in a position to make plans. During his first term he learned the trade of baker, but has had subsequently no occasion to practice it.

Prognosis: very bad. M. is a drifter, his industrial efficiency low, his ambition nil, and his social standards of the most tenuous nature. He is neither vicious nor anti-social; rather the contrary, kindly, agreeable, even generous. He is unlikely ever to commit a serious offence; but almost certainly, in spite of his best intentions to the contrary, he is likely to go on doing impulsive, thoughtless, and foolish things for which men of his type are sent to gaol.

The next lad we shall call Bob B was born in Edmonton in 1913, the son of an Irish Protestant father and a French Canadian Catholic mother. The home was the scene of much quarrelling, and the father deserted the family when B was three years old. The mother, left with four children, attempted to support them by working as a charwomen. This failing, she put the three youngest in an Edmonton convent.

Here B got on very well and seemed to find life fairly happy.

At ten he was adopted by a farmer and taken to live on a farm about one hundred miles from Edmonton. His new mother was kind, but the father proved to possess a violent temper and a passion for liquor. When in one of his frequent rages he resorted to the closed fist, the whip-handle, the axe-handle, and similar instruments, as means of discipline. B was supposed to be attending school but he was kept home much of the time to help on the farm. He described these five years as a nightmare.

At fifteen he ran away and came to Edmonton on a ticket provided by a neighboring farmer. He arrived in the city on a winter's night, without money, and without the slightest idea as to where to find his mother. He walked the streets all night, but in the morning discovered from a postman where his mother lived.

Then followed months of trying (as he says) to find work. He had no qualifications and no experience of anything but farm labour and the latter no longer appealed to him. It was then the old story of loafing about the streets, bad companions, pilfering from stores, and finally house-breaking. The first offence brought two years on suspended sentence. Two weeks later a second offence earned him two and one-half years in Prince Albert Penitentiary. He was then sixteen.

Speaking of this B said: "I thought at first I wouldn't be able to do the time—it seemed so long. But after a couple of months I got used to the ways of the place and didn't mind so much. But a fellow learns a lot of things there. I guess there's no place where there's so many bad things talked about as in gaols".

After his release B returned to his mother's home, but she could not afford to keep him. He went on relief. In the whole city the only men with whom he had anything in common were several whom he had met at Prince Albert. Among them was a feeble-minded drifter of thirty years who persuaded B that he knew of a safe and easy way to earn "pin money". Together they entered a warehouse, stole some small articles of hardware, and attempted to dispose of them. Both were given three months at Fort Saskatchewan.

Only a few months after this sentence B was again convicted of petty theft and sent down this time for four months. When interviewed he was nineteen years of age.

In spite of nearly three years of prison life B is still sensitive, shy, and of a retiring nature. He appeared to feel his third sentence as keenly as he had the first. He expressed regret for his association with the boy in whose company he was arrested, but sought to justify himself on the grounds that he had no other companions. "I shouldn't have been going around with him, I guess, but it's pretty tough when a fellow's in the city and hasn't anything to do. He wants to find somebody to walk around with and pass the time".

B's third term expired in February, 1933, and he was released in the middle of the city without a cent in his pocket, and left once more to make his own way. His economic condition was precisely the same as at his first arrest, three and one-half years previously, but his mental condition was much worse. He had now become very nervous, fearful of people watching him on the street, conscious of being a "gaol-bird", physically weak and shaky, and always unhappy and depressed. The contacts he has made during these three years have been almost entirely with men of criminal habits, and it is in terms of their world that he now thinks. His attitude towards life is decidedly bitter, his outlook anti-social. His schooling stopped at Grade VIII and he has learned no trade.

Prognosis:—Possibly the reader would venture a prediction.

Good Will Day Programme for Junior Grades

The Origin of Good-Will

IT is now about twelve years since the 18th of May was named Good Will Day. There was a meeting of teachers in the beautiful city of San Francisco in the summer of 1923. Many of these teachers lived in the United States, but there were also quite a number whose homes were in our country, Canada, and a few from other lands. It was only five years after the close of the great war. Now these teachers were thinking how terrible if the children now going through the schools should, when they grew up, have to take part in another frightful war. And they said, "What can we do to make a world that will have no use for wars." Then some one said, "One thing we will try to do. We will ask all the schools in all the countries, not in Canada alone, but in all the countries of the world where boys and girls go to school to keep Good Will Day. And this is how we want them to keep it. On that day the children will all fill their minds with kind thoughts about, and will speak kind words about the children in all the other lands—not only where children speak English, but where they speak a language which we do not understand at all. And we will ask the teachers in all the schools on Good Will Day to put on a good-will programme which will cause such kind thoughts to come into the minds of children in the schools everywhere; so that in all the schools a Good Will programme will be carried out; for we want people everywhere to think kindly about, and to feel kindly towards the people who dwell in other lands far around the world."

The 18th of May will be that Good Will Day, because it was on that day, May 18th, 1899 that men from many different lands in Europe, came together in a city, the Hague, in Holland. They came together to try to find a way of settling troubles and quarrels between nations by some other means than war. And you all know that it is in May that the birds sing Good Will to the world—and the green grass and leaves on the trees and the gay flowers springing from the ground smile Good Will to all the world of children and big folks, too.

—Miss R. Coutts.

6/8 | d ; d ; d | d ; - ; | s ; s ; s | s ; - ; |
Peace and good-will ! Peace and good-will !
d' ; t ; l ; s ; f ; m | r ; d ; r ; m ; - ; |
Hear how it rings o-ver val-ley and hill;
m ; s ; f ; m ; l ; s | f ; m ; r ; d ; - ; |
Sweet-ly the mus-ic is ech-o-ing still—
d ; - ; | d ; - ; | s ; l ; t | d' ; - ; ||
Peace ! Peace ! Peace and good-will !

GOOD WILL, THE MAGICIAN

By Hazel MacKaye

This abbreviated version of the pageant may be simplified and shortened still further to meet the needs of the school. An older pupil or an adult might take the part of Good Will.

The scene is a garden. A group of little boys and girls come trooping in singing or reciting:

Kind hearts are the garden;
Kind thoughts are the roots;
Kind words are the flowers;
Kind deeds are the fruits.

(As they are singing or reciting, the voice of a balloon man is heard calling, "Balloons for sale.")

The Children (recognizing his voice and shouting); It is Will, the Balloon Man.

Good Will comes upon the stage.

The Children (gathering around him) How pretty your balloons are Good Will!

Good Will: Since this is my day—Goodwill Day—I have

balloons for you all. But I tell you they are full of magic, and you must be sure you want them. What they'll do is to bring a great many children to play with you, and you must be sure to be polite to these children, because I have promised I will make all children friends.

The Children: Yes, we will, we will.

Good Will: Well, then, this is the way you wave the balloons, and this is the little verse you say:

Wish I may, wish I might

(Hear) See a truly magical sight (thing)

A real live child (nursery rhyme, doll) from—
Japan.

And if you want to see more children from that country say this:

Eni Meeni Mini Mo

And all girls and boys I know

Want with all their might to see

Some of our brothers and sisters. (from other lands).

Good Will (handing the balloons around to the children): Now don't wave a balloon until I have gone.

(When all the balloons have been given out, the children hold them up, trying not to wave them.)

Good Will (starting off with his empty basket, turns to wave to the youngsters and calls to them): Keep Good Will in your hearts, boys and girls, and I will bring you more magic.

(The children begin to wave their balloons and say the little verses, each one putting in the name of a different country, and gradually children dressed in the national costumes of their lands come gaily on the stage with a pause between the different groups. In each group one child carries the flag of that country. In some groups the other children form a circle around the flag and dance in, clapping their hands or singing a national air. Others, the Spanish or Italian group, walk on quietly, coming to the front of the stage, and make very deep and polite bows. In the Russian group, for instance, each child might be reading a book because of their love of study, and the Chinese children might shake hands with themselves, according to the Chinese custom. When the children are on the stage one of the Canadian boys and girls or the whole Canadian group says):

To boys and girls in every land,

Beyond the ocean's wall,

We children of Canada

Send out a hearty call,

"We are not strangers—we are friends!

We're brothers, one and all!"

(The children, carrying the different flags, come one by one to the front of the stage and recite whichever of the verses given below is appropriate, and then take their places to form a semi-circle with the other children gathered at the back of the stage. These verses are taken from the posters "Children From Many Lands." The number of nations represented in the pageant can be determined by the size of the stage and the time available.)

Haru—

Haru says, "We Japanese,

When coming from the street

Would never dream of tramping in

With muddy, dirty feet.

We leave our shoes outside the door

To keep our floors all neat."

Antonio—

Antonio says, "In Italy

We never are cast down;

For songs and sunshine are the rule

In each Italian town,

A son of sunny Italy

Will never sulk or frown."

Alphonso—

"In Spain, we all say 'thanks' and 'please'."

Says Alphonso, bowing low (bows),

"We never push and shove and grab—

No Spaniard would act so.

We try to be polite and kind

Wherever we may go."

Hans—

Says Hans, "Holland is the place

Where sturdy folks belong.

On our canals in winter time,

The red-cheeked skaters throng:

We shout and skate and slide and coast—

That's why we're all so strong."

Peggy—

"We English, when we start a thing,"

Says Peggy, "just stick to it

And work at it with all our might,

Until at last we're through it.

We never say, 'Oh, dear, I can't';

We say, 'I can'—and do it!"

Miss Cherry-Bloom—

"In China," says Miss Cherry-bloom,

"When I am at my play,

If mother says, 'Come help me, please,'

I do it right away.

We Chinese love our parents so,

We couldn't disobey."

Gretchen—

Says Gretchen, "In my Fatherland,

We don't just hurry through

Our work and say, 'It's pretty bad,

But then I guess 'twill do'!

We try to do our very best

In everything. Do you?"

Ivan—

Ivan says, "In my Russian home,

Amid the ice and snow

We hurry joyfully to school,

Because we love it so.

We love to study and to learn,

To read and think and know."

(When the verses are finished, one child turns to another saying): Your flag is very pretty, let me hold it with mine.

(They begin passing the flags back and forth and play a game of exchanging flags. If it is feasible, the children at the back of the stage can produce little flags and hand them back and forth or else the big flags can be passed rapidly among all the children as they move about. While all the flags are being handed around, the children sing to the tune of the first song, or one child comes to the front of the stage and recites, these verses:

Our flags are bright and beautiful,

They stand so straight and tall,

Each one loves his own the best

And now we love them all.

We love to see the colors blend,

And feel a friendly thrill

As each waves high the other's flag,

In token of goodwill.

We're all acquainted, we are friends,

Let's stay good friends for life,

For so we'll help goodwill and peace,

To end all bitter strife.

(While the verses are being said or sung, Good Will returns and smiles happily as he watches the children until the verses are finished.)

Good Will: Well, well, I'm glad to see my magic works all right. Say, how would you all like to go on a pilgrimage?

A Small Boy: What's a pilgrimage?

All the Children: I know, I know.

Good Will (nods to the little girl with the Canadian flag): You answer, sister.

Little Canadian Girl: It's a long journey by lots of people to try to find something good.

Good Will: Can you think of anything "good" you'd like to find, children?

(There is a pause: everybody looks thoughtful; finally Gretchen speaks.)

Gretchen: Friends are good.

The Other Children: Yes, yes—friends! That's what we want.

Good Will: Friends—where?

The Children: Oh, everywhere!

(As the clamor dies down, Good Will speaks with quiet solemnity.)

Good Will: Friends—everywhere. That's what children want. (He pauses, then his mood changes and he speaks briskly.) Well, are you ready to start now with Good Will for a guide?

The Children: Yes! Yes!

Good Will: Here we go then. Off with you, off with you!

(The children run off, laughing and talking, or singing the last verse of the flag song. When they are almost all off the stage, Good Will steps to the front and says:

In hearts too young for enmity
There lies the way to make men free;
When children's friendships are worldwide,
New ages will be glorified.
Let child love child, and strife will cease.
Disarm the hearts, for that is peace.

(The children dash back, surround Good Will, and hurry him off with them, talking and laughing as they go. If desired, they can all turn just as they are going off stage and wave gaily to the audience.)

Two Magpies

Two little magpies sat upon a rail,
It might be Wednesday week:
One little magpie flapped his little tail
In the other little magpies beak!
They fit and they fought and scratched each other's eyes,
Till all that was left upon the rail
Was the beak of one of those little magpies
And the other little magpie's tail.

—Author Not Known.

The Latch String

Long, long ago there was a little settlement of white people in the great forest land through which the big Ohio River flows on to the great Father of Waters. These white people had left their homes in the old land and had come into the great woods, cut down the trees, built themselves little huts and planted grain to grow food for their families. All around them lived the Red Indians. Of course, the Indians thought they had a much better right to this land than the white people who came to live there; for had not the Indians lived on it for hundreds and hundreds of years! But the white folks said, "These red men are only savages." And very often the white settlers were just as unfair as they could be to the poor Indians and were very often mean and selfish in their dealings with them. So it was that the Indians became angry with the white settlers and hate grew up in the hearts of the Indians towards the little colony of white people. Maybe you would like to know that on the very ground upon which these settlers lived so very long ago there now stands a great big city called Cincinnati.

You will be glad to learn that among the white people there was one family who did not think of the red men as savages, but who called the Indians their brothers. This family were Quakers. Quakers were people who looked upon all men and women everywhere as their friends; for said they, "The Indians and the white men are all children of the great Father—not the great Father of the white men and the red men only but of all men everywhere in the whole world." When the Quakers talked to one another, they always called the one to whom they were speaking, "Friend". So when telling you this story, when I speak about the man who said the Indians were his brothers I shall call him, "Our Friend".

Now the white folks had learned that the Indians were planning to attack their settlement and destroy it and they were in fear for their lives. They had built a rude fort for safety against time of attack, so that now they were all leaving their homes and seeking shelter in their fort. All, did I say?—well, all but Our Friend and his wife, who said, "we will not leave our little home, we will stay here with our children, and trust to the Goodwill in our own hearts and in the hearts of our Indian brothers and to the great spirit of Good everywhere, and we will not be afraid."

In the log hut in which Our Friend lived there was no lock or key, but they fastened the door by a wooden latch, which was lifted and lowered by means of a string made of deer skin. When they wanted to be quite alone they drew the latchstring in, and when they left the latch string hanging outside it meant, "All who come to this door are invited to come in".

The night on which it was expected the Indians would make the attack, Our Friend, because he was just a little bit afraid of what might happen to his children if the red men came, before he went to bed, drew in his latch string. That meant, "You can't come in." His wife could not sleep. She thought, "This is not trusting in the spirit of Goodwill. Then she spoke to her husband about it. He was feeling much the same as she was. They were both unhappy about it. So then Our Friend got up and let the latch string hang outside as much as to say, "All who approach this door are welcome to enter in."

The children were sleeping by this time, but the father and mother lay awake listening to the sounds of the coming of the Indians. Soon they heard the wild cry of the savage war whoop, and by and by they listened to the noisy approach of the red men to their little home. They heard them lift the latch. Then there was a sudden silence and the footsteps withdrew.

Our Friend rose, looked through the window, saw the Indians gather in a group at the edge of the forest to have a big talk about it. Then he saw one tall war chief leave the others and approach his little home. In his hand the Indian held a long white feather. This he reached up and fastened above Our Friend's door.

Did Our Friend take it down in the morning, do you think? Oh no! There it stayed for many a long year, for it meant, "This is the home of a man of Peace, do not harm it." The way of Goodwill had won. In Our Friend's home was joy and happiness and the red Indians were their friends ever after.

A Song

Tune: Battle Hymn of the Republic.

We come from every country,
North and East and South and West,
To meet with one another in the land that we love best
We'll work and play together
Till the nations all agree
That war no more shall be.

We pledge ourselves to work
For peace and love our neighbors, too.
The flags of all our nations and
Our own Red, White and Blue
Will join and weld together
Till our nations all agree
That war no more shall be.

Should the teacher wish to work out a different programme a list of suggestions are given below.

1. Nursery Rhymes of different nations may be given by small children.
2. Recitation "The Peace Pipe" from Hiawatha may be used.
3. An international tea party may be used instead of the play at which children dress in national costume.
4. A doll party may be given with the dolls dressed in national costumes.
5. Games of other lands may be played.
6. Another Peace Play for Grade IV may be found in "The Book of New Canadians" by D. J. Dickie.
7. Pictures of children of other lands may be cut from magazines. Scrap books can be made.
8. Flags may be used instead of balloons if desired.
9. Balloons may be made from tissue paper or from ordinary paper sacks.

Addresses.

Flags of Other Nations (to be colored) price 12 for 15c, Flanagan & Co., 920 North Franklin Street, Chicago.

Flags of all Nations may be obtained from Annin & Company, Fifth Avenue and 16th Street, New York City, in any size. Also, from Westminster Press, Witherspoon Building, Philadelphia, Pennsylvania. (\$4.25 for complete set or \$1.50 a dozen selected.)

Stories of other Lands may be found in "Boys and Girls of Many Lands." By Inez McFee.

In "Play Time Around The World" by Albert Whitman Company, Chicago, are games originating in many different countries.

Costumes of Other Lands may be found in "Christmas in Other Lands" by Marian George.

Nursery Rhymes or Lullabies

These rhymes are translations from the original language with but two exceptions. Should more rhymes be available in any district they might be used in preference to these.

Chinese

Old Mr. Chang, I've oft heard it said.
You wear a basket upon your head;
You've two pairs of scissors to cut your meat,
And two pairs of chopsticks with which to eat.

Japanese

The snail does all he can,
But ah, it takes him quite a while
To climb great Fuji San!

Dutch

Bye-a-bye, you and I
Down to the cabin will go,
And there we'll watch the windmill's arms
A-swinging to and fro.

Norse

The sky is dark, the hills are white,
As the storm king speeds from the North to-night.
And this is the song the storm king sings
As over the world his coat he flings
Sleep, sleep, little one, sleep.
He rustles his wings and gruffly sings
Sleep, little one, sleep.

French

'Twas ladies of Rouen, they say,—
Who made a pie so huge one day,
The city gates 'twould not go through,
They had to cut it quite in two!
Inside they found a duck, good lack!
He started off to sing, quack! quack!

Russian

I'm an ox of tar and straw.
Do not touch me with your paw.
If you don't mind what I say,
Here with me you'll have to stay.

Swiss

On the Alps a wee house stands
All the valley it commands:
Therein lives in happiness
Such a pretty shepherdess.

Eskimo

I am a gay little Eskimo
I live in the north in a house of snow,
I play on the ice and I snowball, too,
There are so many nice things to do.
—Anglo-Saxon origin.

Indian

This is a handful of cardamons
This is a lump of ghi:
This is millet and chillies and rice,
A supper for thee and me.
—Rudyard Kipling, from "Kim."

Negro

Honey jes' lisen! Don't cry and fret.
There's a whole day to-morrow
That ain't teched yet.
Mought go a-walking long the road
Find a gold nugget, big as a toad.
Heart o' mine lisen
Why will ya fret?
When God's good to-morrow
Ain't teched yet.

Czechoslovakian

Where is my home? Where is my home?
Water rushes on the meadows,
Woods are humming on the rocks,
Flowers bloom in the parks.
This is the beautiful country
This is the Czech country,
This is my home.

Spanish

As ye go through the palm-trees
O holy angels:
Sith sleepeth my child here
Still ye the branches.
—From "A Song of the Virgin Mother"
Lope de Verge 1562-1635.

Hebrew

Two tailors I know
Without needles they sew.
And I wonder and ask
How they do such a task.

Two monkeys I own
Who bake bread quite alone.
How it's done, I can't see
It's a wonder to me.

Greek

The swallow has come again
Across the wide white sea;
She sits and sings through the falling rain
Though still may be covered with snow the plain
You yet smell sweetly the spring.

Indian

Little brown baby-bird lapped in your nest,
Wrapped in your nest,
Strapped in your nest,
Your straight little cradle-board rocks you to rest;
Its hands are your nest;
Its bands are your nest;
It swings from the down-bending branch of the oak;
You watch the camp flame, and the curling grey
smoke;
But, oh! for the pretty black eyes sleep is best,—
Little brown baby of mine, go to rest.
—Pauline Johnson.

Welsh

Down the river went Betty Ban
Her clothes to wash white and clean.
But turning to seek for soap, alas!
Her clothes sailed down the stream.
A lovely bright lily is Betty,
None so lovely did I ever see.
No lily's so fair to me.

English

Rock-a-bye, baby,
Thy cradle is green;
Father's a nobleman,
Mother's a queen;

And Betty's a lady,
and wears a gold ring,
And Johnny's a drummer,
and drums for the king.

American

Go ask your mother for fifty cents
To see the elephant jump the fence.
He jumped so high, he touched the sky,
And never came down till the Fourth of July.

Irish

Beside the old hall fire—upon my nurse's knee,
Of happy fairy days—what tales were told to me!

And many a quiet night—in slumber sweet and deep,
The pretty fairy people—would visit me in sleep.

I saw them in my dreams—come flying east and west,
With wondrous fairy gifts—the new-born babe they
blessed.

—From Fairy Days.

Scotch

We Willie Winkie
Rins through the toon,
Upstairs and downstairs
In his nicht-noon,
Crying at the window,
Tirlin' at the lock,
"Are the weans in their beds?
It is noo tin o'clock."

Icelandic

Sair is the fish in the sea,
With a striped tail and a full dinner pail.
Beware! Take care!
Pull your hands back,
Or he'll give them a whack!

(The committee have found it very difficult to get nursery rhymes of other countries which have been translated into English, and they have been unable to obtain any from a number of countries. Miss R. J. Coutts, the convener of the committee, would be pleased to have the teachers send in to her any they may know. Her address is 526—4 Avenue W. Calgary.)

Our Teachers' Helps Department

OUTLINES FOR MARCH

(Through the courtesy of the Calgary Public School Board)
GRADE I.

Reading

Continue authorized reader with B and C classes. A class should read one or more supplementary readers. Give considerable phrase drill. Silent Reading Exercises, etc. Promote A Class to Junior Grade II if reading and other requirements are satisfactory.

Language

Oral Language Lesson—Add descriptive words to sentences. Teacher writes on blackboard a list of adverbs or adjectives. Asks: "How does your dog run?" Answer: "He runs fast." "He runs quickly," etc.

Talks: (1) Weather (Coming of Spring). (2) Nature Study, The Wind and its Work. (3) Health, General topics. (4) Simple talks on Children of Holland.

Games: "Isn't", "There is", "There are."

Pictures: See Art Course.

Dramatization: Review stories children enjoy. Play as whales.

Stories: The Wind and the Sun; Jack and the Beanstalk; Hans and his Dog; The Tar Baby; Little Samuel.

Written Work: (1) Copy a letter to Mother. (2) Copy an invitation to a party. (3) Transcription, with the appropriate word to be chosen from a list placed on the blackboard: I have a dress. The bird can.....

Social Studies: Farm units—farm animals—the cow—milk.

Memorization

Safety rules: There was a Little Turtle (Vachel Lindsay). Have You Watched the Fairies? (Rose Fyleman), The Spring, Secrets (Louise Hewitt), The Rain is Raining All Around. Note: "Safety Rules" is a "town" bit of poetry.

Arithmetic

Recognition and making of symbols to 50; numbers coming before and after each number to 50; combination and separation of "2 more" and "2 less", column adding. Oral problems relative to money and to objects of interest to children.

Hygiene

Clothing: School—hang up coats and hats (cloakroom inspection). Care of clothes in work and play. Care of clothes at home—changing of school clothes, airing clothes, etc.

Safety First: Use charts and posters for this work. Develop Safety Rules. Always play on a safe place, (not on streets). Always cross street at crossing, look both ways. Always use sidewalk for roller-skating, tricycles, etc. Always wait until the street car stops. Do not play with matches, bonfires.

Nature Study

The lengthening of the day and the shortening of the night. Disappearance of the snow, where it goes; muddy and rough roads; the increasing warmth of the sun and what it does; the season and seasonal changes; where the sun rises, the movement of the sun, where the sun sets; East and West; North and South; Spring rains and snowfalls. Jack Frost and his pranks in spring. Pussywillows placed in water in classroom; two kinds, the woolly and the green.

GRADE II

Reading and Literature

(a) Reading: (1) The Wind and the Sun. (2) The Frog Prince (3) The Happy Home. (4) King Solomon and the Bees. (5) Supplementary Reader.

(b) Literature and Memorization: (1) The Land of Counterpane. (2) Windy Nights. (3) Pussy Willow.

(c) Stories for telling: (1) Samson, (2) Hansel and Gretel. (3) Brer Rabbit and Sis Crow.

Language

(a) Oral Topics: How to Play Marbles. The Wind at Work. Good-bye to Winter. My First Trip on a Train.

(b) Teach the use of capitals for the months. Teach John and I, Mary and I, etc.

(c) Practice in adding ly, ness, ful, ing, and ed, to familiar words.

Citizenship

First Week: Our duty to keep well. What to eat and what to avoid. Hours of play and hours of sleep. Review ventilation of home and school. Cleanliness of body an aid to health.

Second Week: "Responsibility Week". Course of action if: (1) Captain of game or team. (2) Sent on errands. (3) Told to mind the baby. (4) Given money to spend on something for Mother, care of change, etc. (5) Told to mind room if teacher is out.

Third Week: Talks on gratitude. Teach that courtesy demands repayment of favors. E.g. When a little girl was sick another sent her fruit or a book. Child thus favored takes an opportunity to return this kindness, etc. Avoid the idea that we do good solely for reward.

Fourth Week: Course of Action: (1) When damage is done to neighbor's property (2) When accident happens to borrowed articles, books, toys, etc. (3) When damage done to city property. Emphasize that public property belongs to all and should be protected by all.

Arithmetic

Teach addition and subtraction facts,

9	5	8	6	7	8	6	9	14
5	9	6	8	8	7	9	6	-5 etc.

Column addition to 39 including new endings. Separations involving number facts learned, as, 26 34
-4 -9

Counting by 5's to 50, and 7's, 8's, and 9's to 36. Relative value of money—1 cent, 5 cents, 10 cents, 25 cents, .50 cents, one dollar. Oral and blackboard problem work.

Nature Study

Animals: Activities of domestic animals; observation of young, baby domestic animals, fowl, chickens.

Stories of frogs, their pipings, eggs. Toad's eggs, pollywogs, etc.

First flies, mosquitoes, breeding places. Pictures and stories.

Birds; preparing houses for birds, protecting birds, stories about migration of birds, hatching birds. Competition as to who shall see the first bird.

Plants: Twigs of willows, poplar, Manitoba maple examined. Pussy willows and poplar tassels gathered.

Physiology and Hygiene

First Week: Eyes and Care of Eyes.

Second Week: Care of clothing. Child is responsible for hanging up clothing at home and at school. There must be regular change of underwear and stockings. Clothing should be protected while working.

Third Week: Preparation for bed, wash hands and face, brush hair and teeth, and hang clothing up to air.

Fourth Week: Sleeping (a) Have window open. (b) Sleep alone. (c) Have light coverings and a flat pillow.

GRADE III

Reading and Literature

Silent: The story of Aladdin. Androcles and the Lion. Oral: Waiting to Grow. The Little Chimney Sweep. All Things Beautiful.

Story Telling: Dust under the Rug.

Memory: Sleepy Song. The Whitey Pinky Pig. The Owl and the Pussy Cat.

Dramatization: The Brahman, The Tiger, and the Six Judges.

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EDMONTON

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Language

(a) Oral: The Wind at Play; The Return of the Birds; St. Patrick; Dreams; Pussy Willow; Easter.

(b) Formal: Continue sentences and letter writing, stressing use of easy descriptive words such as; pretty, tall, white, big, cheap, beautiful, wonderful, etc.

(c) Vocabulary Building: Word and phrase opposites, such as: heavy as lead; light as a feather, black as ink, etc.

Arithmetic

1. Addition and subtraction involving numbers reaching different spaces. 2. Teach dividing by 4, 5 and 6, and finding $\frac{1}{4}$, $\frac{1}{5}$, and $\frac{1}{6}$ of numbers. 3. Teach Arabic notation to 100,000 and Roman notation to 100. 4. Review pint and quart and teach gallon. 5. Problems in multiplication and division.

Nature Study

Hills and water on the hills.

Hygiene

Clothing: Its use and abuse.

Citizenship

Habits: (a) Manners—results of forming good manners in the child himself—reaction on others about him. (b) Easter. (c) Stories: 1. A Lesson in Manners (Famous People, by Baldwin); 2. St. Patrick. 3. The Easter Rabbit (Emerald Story Book, by Ada M. Skinner).

Geography

1. The Atlantic Fisheries. (a) The fishing port of Lunenburg. (b) Trip to the "banks" on the fishing schooner "Bluenose". 1. Preparation for trip—food, salt, bait. 2. Journey to the fishing banks. 3. Fishing operations at the "banks"—baiting the trawl line, lowering the dories, setting the trawl line, lifting the trawl, species of fish caught, return to the schooner, cleaning and salting the fish, dangers of bank fishing. 4. Drying and curing the fish, (c) A "clam bake". (d) Lobster fishing.

II. Maple Sugar time in Quebec. (a) Various sources of sugar. (b) The Maple bush. (c) Tapping the trees; boiling the sap; sugaring off.

III. The Sugar Growers of Cuba. (a) Location of Cuba on globe; the trip to Havana. (b) Visit to the sugar plantation—planting the cane; cane cutting; the sugar mill; refining the sugar.

GRADE IV.**Reading and Literature**

Silent Reading: Black Beauty. The First Printer.

Oral Reading: Riders of the Plains. Phaeton.

Literature: The Wind on a Frolic. Gold and Silver Shield.

Memory Work: The Wind and the Moon. My Garden.

Story: Three Golden Apples.

Language

- (a) Extend use of quotation marks to broken quotations.
- (b) Oral dramatization using literature lessons.
- (c) Building of a story from an opening sentence. (Oral and written.)

Arithmetic

Long division by 2 digits with divisors ending in 7, 8, and 9. Multiplication by 3 digits. Accuracy and speed in addition and subtraction. Variety of problems.

Geography

- (1) The Moon—size, distance from earth, shape, source of its light, change in its appearance during course of month.
- (2) The Kingdom of the Stars—Big Dipper, North Star, Milky Way, Cassiopeias Chair. (3) Life in the Amazon forest: (a) Location of the Amazon river on the globe; the journey there. (b) Description of the forest. (c) Interesting animals and birds of the forest. (d) Native Indians and their homes. (e) Gathering of rubber and brazil nuts. (f) The cassava plant.

History and Citizenship

Family life in olden and modern times. Truthfulness: in home, at school. Keeping of promises. Avoidance of exaggeration. Avoidance of withholding part of truth. St. Patrick. Early Days in Alberta.

Hygiene

Clothing: Clean, dry, porous, loose fitting, no tight shoes; clothing suited to weather; care and cleanliness of clothes; removing rubbers and overshoes; cleaning shoes before entering school or home; care of clothes when taken off at night; removing heavy sweaters indoors; clean handkerchief.

Nature Study

Detailed study of fish as per course of study. Types found in Alberta. Bird Study: Magpie. Plant Study: Daffodil, Tulip and Hyacinth.

Spelling

First 80 words in the course: Supplementary list. Memory work spelling.

GRADE V.**Reading and Literature**

Oral Reading: Loss of the Birkenhead.

Silent Reading: The Treasure House of Mammon.

Literature: The Loss of the Birkenhead.

Story Telling: St. Patrick.

Memory Work

The Rapid, Fourth Reader, Hunting Song, Scott. Noble Nature, Poems Every Child Should Know. The Holy Grail, Tennyson. See "Learning to Speak and Write, Book II," p. 88.

Spelling

About 40 words from Supplementary List. Words from other subjects.

Arithmetic

- 1. Adding and subtracting halves, thirds, and sixths.
- 2. Reducing fractions to the simplest terms. 3. Problems.

Geography

- 1. The value of lakes. 2. People. 3. Climate. 4. Agriculture.

Hygiene

- The Teeth: (1) Temporary teeth. (2) Kinds of teeth. (3) Composition of teeth. (4) Cause of decay.

History

Stories of fighting between the early settlers and the Indians, of Louis Riel and the great rebellions.

Citizenship

March and April: Courage that avoids bravado and conduces to presence of mind.

GRADE VI.**Reading and Literature**

Literature: How They Brought the Good News. Heroes of the Long Sault.

Memorization: Choice of: The Marseillaise. Admirals All. Creation. This Canada of Ours.

Oral Reading: How They Brought the Good News. I Dig a Ditch.

Silent Reading: Henry Hudson. From Canada By Land. Story Telling: Siegfried.

Language

- (a) Two paragraph Business Letters as review. (b) Further enlargement of sentences (clauses).

Grammar

- (a) Phrases, Suggested Exercises: (1) Selecting phrases in sentences. (2) Using phrases in place of describing words and vice versa. (3) Make phrases beginning with by, to, with, etc.

- (b) Prepositions: Suggested Exercises: (1) Selecting prepositions in sentences and showing relation. (2) Fill in blanks with suitable prepositions.

History

The Tudor Period: National feeling in evidence. National feeling in the clash with Spain on the sea, the Armada. Trading companies organized, leads to increased activity in navigation.

The Age of Discovery: The spirit of adventure urged on by the commercial motive. To reach the riches of the Indies by sailing westward, shut off from the land route by Venice and the Turks, the European nations of the West seek sea routes. Spain Westward across the Atlantic, Columbus, Amerigo Vespucci. Portugal: South by way of Africa, Henry the Navigator, Vasco da Gama, etc. To the North-West, England, the Cabots, etc.

Arithmetic

Problems based on denominate numbers and areas. Review Fractions. Teach Volume. Emphasize use of cancellation in problems.

Spelling

- 65 words (a) 56 words supplementary, "gossip" to "sympathy". (b) 9 words, demons, "separate" to "there".

Hygiene

March and April: 1. Respiration, five lessons: Section 1 and 2 (Organs of Respiration), one lesson. (a) and (b) of Section 2, one lesson. (c) and (d) of Section 2, one lesson. (e) and (f) of Section 2, one lesson. (g) and (h) of Section 2, one lesson. 2. Review.

Nature Study

Water.

Geography

Political regions of Canada—special attention should be given to the chief centres of population and the reason for their development. Newfoundland.

GRADE VII.**Reading and Literature**

Spring Term—(March, April, May, and June)

Silent Reading: (1) The Dandelion. (2) Hunting the Hippo.

Literature: (1) By Cool Siloam's Shady Rill. (2) The Well of St. Keyne. (3) The Pipes at Lucknow. (4) Weather. (5) King Arthur and his Knights. (6) Kew in Lilac Time. (7) Gentlemen, the King!

Memory Selections: (minimum of four) (1) Kew in Lilac Time. (2) Dream River, Canadian Poetry Book. (3) A Springtime Wish, Canadian Poetry Book. (4) Selections from Shakespeare. (5) The Wilderness and the Solitary Places (Isaiah 35). (6) Lincoln's Gettysburg Speech.

Grammar

Study of the name and use of (1) Phrase, (2) Conjunction, (3) Interjection.

Language and Composition

(1) Business Letters, e.g. Subscriptions to magazine, etc.

(2) Vocabulary Drill: (a) From Spelling List. (b) See Text, pages 121 to 130.

(3) Paraphrasing.

(4) Essay, Seasonal topics, e.g. (a) Spring. (Descriptive), (b) Making a Garden. (Explanatory), (c) An "Imagination" Topic. (Story).

Geography

Asia, with particular study of China and Japan.

Arithmetic

What percentage one number is of another; profit and loss.

Physiology and Hygiene

(1) Teach symptoms and complications of scarlet fever, diphtheria, measles, typhoid fever. (2) Banting.

History and Civics

The French Period in Canada. (a) Early Settlements of the French. (b) Introduction of Christianity. (c) The Conquest of Canada: (1) The Seven Years' War. (2) Peace of Paris.

Agriculture

March and April: Part 4 in Course of Studies, (Pages 113-133 in Text).

Spring: Any four to be chosen. (1) Gardening, The Vegetable Garden. Chap. XV. (2) Gardening, Potato. Chap. XVI. (3) Fruit Growing in Alberta. Chap. XVII. (4) Making a lawn and beautifying the grounds. (5) Flowers and trees. (6) Insect enemies of the garden. Chap. XVI.

Spelling

(a) Supplementary Words, 38, "buckle" to "signature".

(b) New words from other subjects.

GRADE VIII.

Reading and Literature

(a) King Robert of Sicily. A Day with Sir Roger. (b) Hymn Before Action. (c) Strawberries. (d) O God, Our Help in Ages Past.

Grammar

(1) The special verb forms: (a) Infinitives. (b) Participles. (c) Gerunds. (2) Classification of phrases, and their various uses: (a) Prepositional; (b) Infinitive; (c) Participial; (d) Gerundial; (e) Verb.

Physiology and Hygiene

Fire Protection, as per course. Sewage and Garbage Disposal, as per course. Might be enlarged, if time permits, to include such topics as: Rest and Exercise, Value of Participation in Games, Value of Playgrounds, Swimming Pools.

Arithmetic

The graph: taxation.

Geography

Australia: (a) Position. 1. Appropriateness of name. 2. Isolation of Australia from other great land masses. 3. Effect of isolation upon settlement of Australia. Correlate with section (d) of "Growth of British Empire" in Citizenship course. (b) Area compared with that of Canada. (c) The Australian Commonwealth—similarity to the United States in nomenclature of political subdivisions and in situation of capitol. (d) People. 1. Small "native" population. Contrast with Union of South Africa. 2. White people almost entirely of British descent. 3. Significance of policy of "A white Australia". (e) Interesting animal life of Australia, e.g. Kangaroos, duck-billed platypus, ant-eater, dingo, flying fox, lyre bird, emu. (f) The importance of eucalyptus trees and salt-bush. (g) Surface. Great dividing range. 2. Great plain of Eastern Australia. 3. Western Australian Plateau. 4. Regularity of coastline. Great Barrier Reef. 5. Murray-Darling River system. (h) Climate: 1. Position of Tropic of Capricorn. Comparatively high temperature of the country as a whole. 2. The great Australian Desert—a south-east Trade Wind desert. 3. Monsoon winds of Northern Australia and their relation to rainfall of region. 4. Concentration of people in well watered area along South Eastern Coast. 5. Why Tasmania has abundant rainfall. (i) Agriculture: 1. Importance of sheep-raising. Drought and rabbit menace.

2. Cattle production compared with that of Canada. 3. Wheat producing areas. One of Canada's competitors in the world markets. Compare method of marketing with elevator system of Canada. 4. Sugar plantations of Queensland. 5. Fruit raising in South-Eastern Australia. (j) Mining: 1. Comparison of gold production in Australia and Canada. 2. Coal fields near Sydney, Australia, compared with those at Sydney, Cape Breton Island. 3. Minerals of minor importance, e.g. zinc, tin. (k) Pearl fisheries off the Great Barrier Reef. (l) Use of eucalyptus and wattle trees. (m) Chief manufactures. (n) Trade with: 1. British Isles; 2. Canada. (o) The great ports: Sydney, Melbourne, Brisbane, Adelaide.

New Zealand: (a) Position. (b) Area compared with that of British Isles. (c) People. (d) Surface: 1. the mountains; 2. the plains; 3. the hot springs. (e) Climate—contrast with that of Australia. (f) Agriculture: 1. sheep raising; 2. dairying—competition with Canada in export of cheese and butter. (g) The Kauri pine and its uses. (h) Mining. (i) Trade.

Other British Possessions in the South Seas. Locate the following and mention one interesting feature about each: Fiji Islands, Fanning Island, Samsa, New Guinea.

History

Sections 10 and 11, Course of Studies.

Civics

Balance of Section (e) and part of (f), Course of Studies.

Classroom Hints

Junior Grades

Nature Study

Some Notes on Winter Birds

Chickadee: A little Nature Study Play for the Juniors from the Cornell Rural School Leaflet, Vol XIII, No. 3, published by the Department of Rural Education, New York State College of Agriculture at Cornell University.

Sir Downy and Miss Chickadee

Act I.

Time: Any winter afternoon.

Place: Playground at back of school building.

Characters: Sir Downy Woodpecker, Miss Chickadee.

Scenery: A few trees and a feeding station for birds.

(Sir Downy flutters in and peeps into the food box very excitedly.)

Sir Downy: Oh dear! It's so long since the children have put any seeds or meat in this box out here, and I'm very, very hungry.

Miss Chickadee: (flutters to box). My, o my! I ate the last seed two days ago and those bad little children still forget us. To-day I've been flying everywhere and couldn't find a speck of food on any of these big or baby trees, but I thought the children might think of us on this cold afternoon.

Sir Downy: Mr. Snowman has been here so much that all the little insect eggs which I eat are away under his warm coat and it will be a long while before I can get them.

Miss Chickadee: (running around in the trees). What shall we do friend Downy? Mr. Snowman also covered up my little seeds in the fields so long ago I have forgotten where they are.

Sir Downy: I'll tell you what we'll do, Miss Chickadee, to make these bad children think of us again.

Miss Chickadee: (coming down beside Downy). Please tell me quick.

Sir Downy: When the children come out to-morrow morning and call us, we'll just hide and they won't be able to see us at all. Then maybe they'll put some food out here again.

Miss Chickadee: (fluttering around with excitement). That's fine. Now let's go to sleep and wait for the children. (They run out together)

Act II. Time: The next morning.

Place: Same.

Characters: Sir Downy Woodpecker, Miss Chickadee, Roy and Miriam.

Scene: Same.

Miriam: (coming out on the playground, looks around surprised). Where are all my little birds this morning? Oh, little birds, aren't you coming to see us? Please, come Sir Downy Woodpecker, and bring your friend Miss Chickadee. I want to see you so badly before Miss Teacher comes because I want to tell her that I saw you first this morning.

(Downy and Miss Chickadee peek around from behind the branches.)

Downy: Sh! sh -sh, don't let her see you.

Miriam (walking slowly backward). You are just horrid little birds not to come to see me. (She bursts out crying).

Roy: (running in). Why, Miriam, what's the matter?

Miriam: The little birds won't come to see me.

Roy: O, don't cry any more, but let's see what's the matter.

(They go up to the box, but back away amazed).

Roy and Miriam (together): Oh, oh, oh, no food. (Miriam runs away).

Miss Chickadee (looking around at Downy). Now, I guess we will get some good seeds and meat to eat.

(Miriam comes back with hands full of seeds and puts them in the box.)

Miriam: There, little birds, when you smell these, you will come to see us again, but I wouldn't blame you a bit if you didn't. How can I ever tell you how sorry I am?

Roy: If you only come back we promise never to let you be hungry again.

(Downy flies down from tree over box. Miss Chickadee soon follows.)

Sir Downy: I'll come back to you this time, but if you let me go hungry again, I will go away and visit some other children.

(Downy and Miss Chickadee eat ravenously.)

Miss Chickadee (flying to the next tree). See, I'm going to hide some of these seeds in this branch and when I'm hungry I will eat them. These children might forget me again.

Miriam: Dear little birds, please don't leave us again, we all love you and really didn't mean to neglect you.

(Bell rings and children run back to school arm in arm.)

Suggestions. In the rural school we would suggest that four of your upper grade pupils might prepare this little play, or write and produce a similar winter bird play as a starting point for some junior grade study of the chickadee particularly.

Here are some of the **Nature Study Questions** that rise naturally out of the play. 1. This little play was written in quite another part of the country (New York State) very much to the South and to the East of us here in Alberta. Do these two birds, the Downy Woodpecker and the Chickadee stay all winter in Alberta? 2. What does the Chickadee eat in the winter time? Have you ever noticed a chickadee looking along the branch of a tree? What do you suppose he is finding? 3. Is the chickadee a friend worth having? 4. How may the chickadee be attracted to the school or to your house? What could you give him to eat?

Answers: 1. The Downy Woodpecker, a little fellow about the length of the sparrow, does stay here in Alberta all winter, living on insects in the bark of trees, but it is not as commonly found here as in the East. 2. (To the teacher) (From Cornish: "Nature Study Lessons for Teachers"). "The chickadees are very largely insect eaters. Their sharp-pointed beaks are well suited for picking the small eggs off the leaf and exploring the crevices in the bark for eggs and larvae. . . . During the winter they eat chiefly eggs, larvae and spiders, cleaning off the bark when almost all the other birds have left us."

(From "Canada's Feathered Friends": Hayes Lloyd). "When autumn comes your friends gradually disappear from their accustomed haunts. You will miss them, but others have taken their place. The chickadees now search every nook and twig and cranny for the hibernating insect or the cluster of insect eggs that would otherwise spell disaster or damage for your shade and orchard trees next year. Attract the chickadee to your house and your orchard in winter. A piece of suet or a scrap of bacon rind nailed to a tree will keep him working in your immediate neighborhood and the winter days will seem shorter for his bright and cheering presence. He will appreciate a shelter if you provide one by nailing up a small bird-box or two, and in these he can spend the cold winter nights in safety."

3. The chickadees are largely insect eaters, but the little play speaks of Miss Chickadee eating seeds as well. Here is a note on "Bird Food in the Winter Fields" from "Nature Study Lessons for Teachers": Cornish. "When the fields are covered with snow and everything appears frozen and still, nobody would suspect that any living creature would find sustenance there. Yet a casual winter walk will reveal the presence of birds regularly in these apparently barren wastes. A little clear observation will show some dead weeds projecting their withered branches through the snow. The ragweed, the burdock, the golden rod, aster, and many other tough stemmed, tall plants are able, throughout the winter, to push their leafless branches above the snow. They are most commonly seen along fences. If you will have some

of the pupils bring some of these branches to the school, you will find many of them contain numerous small seeds, and these form very nutritious food . . . throughout the winter . . . The drifting snow is sure to lay bare the fields in places and thus the seeds of wheat, oats, etc., left by the harvesters, are eagerly searched by these sharp eyed visitors."

4. Note on the keenness of eyesight of these birds. If you examine a branch of a tree on which a chickadee has been working, you will probably find no trace at all of the little insects' eggs that he is so busy finding. You will probably need a magnifying glass to find anything at all of what the chickadee seems to see so readily.

Winter Tracks in the Snow

Nature Study with Some Suggestions for Oral and Written Composition:

On The Snow

I knew no woman, child, or man
Had been before my steps to-day.
By dipped woods the snow-lanes ran
Soft and uncrushed above their clay;
But little starry feet had traced
Their passages as though in words.
And all those lanes of snow were laced
With runnings of departed birds.

—Eleanor Farjeon.

Do you know a rabbit's track in the snow? Could you draw one on the blackboard? Which of its paw marks are these two big ones? And which the two smaller ones? Can you think of any reason why a rabbit's hind feet are bigger than the front ones? The rabbit's hind feet always light in a straight line, side by side. Do the front feet? (No, one usually falls a little behind the other, although sometimes the rabbit's fore paws light almost together and then the rabbit's track seems to be made of of three marks of fairly similar size instead of two larger and two smaller paw marks). The usual track looks somewhat like this:

(The rabbit is travelling from left to right and his speed is increasing as he goes). Can you tell from a rabbit's track in the snow which direction he had been going? We'll draw a big rabbit track on the floor, and I'll show you how to put your hands and feet on the rabbit's track and then you'll know which direction the rabbit is going. You would think, wouldn't you, that because the front paws are out here that you would face in that direction too, but you don't. You put your feet in these big paw marks, bend down, put your hands between your legs into the front paw marks, which really come behind the big back paw marks. (Draw more rabbit tracks on the floor and have pupils practice hopping so that their hands and feet fall in the right tracks. Rabbit races would make a good school yard game. After a fresh fall of snow, two pupils might make a parallel pair of rabbit tracks and then two other pupils be set to race in these tracks). Can you tell from looking at a rabbit's track whether he is going quickly or hopping along slowly? (See diagram above). Teacher draws tracks similar to the diagram on the blackboard. These tracks tell a story. If I cover up the first track with my hand do you think you could show me in which direction the rabbit is travelling? We call this the "left" and this the "right". Now tell me in which direction the rabbit is hopping. Why do the tracks get farther apart? Can you think of any reason for his going faster and faster? Now I'll uncover this first track again. What do you think he was doing here? Who could tell me the whole story of this track? (Draw other track marks, e.g. a rabbit hopping slowly a little way out from his burrow and running quickly back; a rabbit hopping to a tree (discussion of what he might be doing there); a rabbit hopping slowly to a tree, and running quickly home to his burrow.) By questioning gather from the class the story of the tracks, and then have the complete three or four sentence story told by one pupil. Written Composition to follow could be of a similar character, e.g. Tell the story of this rabbit track; rabbit hops a little distance slowly, then sits; hops a little distance slowly, sits again; rabbit runs quickly to his burrow. (The rabbit track would be drawn on the blackboard).

Some Questions to guide further discussion and observation. (1) Where do the rabbits live (In hollows on the surface or under the ground). (2) What do they live on in summer—in winter? (Plant material entirely, green leafy plants in summer and bark in winter). (3) Do you know when they make their tracks? Why? (Chiefly at night). Watch the tracks that a cat makes in the snow. Can you

draw them on the blackboard? (4) What does a cat find to eat outside? (5) Can you think of any reason why a cat doesn't go hopping along like a rabbit? Do you think Puss could catch a mouse if she hopped up to it? Would a bunny need to creep or stalk up to a cabbage? (The tracks of animals that eat plants are similar to the rabbit's and the tracks of animals that live on other wild life and need to stalk their prey are like the cat's). (6) Have you noticed the tracks of a little field mouse on fresh snow? (7) Which tracks are the tracks of the field mouse like, the rabbit's or the cat's? (The rabbit). (8) Where do you find field mouse tracks? (Around a weed in a field). (9) What does that tell you about what a field mouse eats? (Seeds, stems, roots). (10) Do you know what bird is the great enemy of the field mouse? (Hawk, Owl).

GRADE V Literature—Moses at the Fair

Some questions for general consideration: (1) This story "Moses at the Fair" is taken from a larger book "The Vicar of Wakefield". In the chapter just before this story which we have in the book, the Vicar's wife says, "It is natural for me to wish putting my children forward in the world." She wished particularly at the time to advance the position of her two daughters, who were of marriageable age. How it was suggested they should improve their position will be found in the first paragraph of "Moses At the Fair". What was the plan? Can you think of any reason why the Vicar (1) should have been opposed to the plan? (2) Who ruled the Vicar's household? How do you know? Was she the person best fitted to do it? (3) Do you learn anything about the Vicar's character from this little account? Do you learn anything that you like? (4) Some people are good bargain hunters and some are not. Would this boy be a good bargain hunter?: (a) He has a marble worth 10c and exchanges it for a ball worth 5c? (b) He has a pocket knife for which his father paid 75c and it still has a mother-of-pearl handle, but one blade is gone altogether and the other is so badly nicked that it won't cut and can't be sharpened. He exchanges his knife for two new pencils? What sort of thing do you have to know before you can be a good bargain hunter or make a good swap? Is it easier to make a bargain with one boy or girl than another? (Must know values and understand something about people too.) Do you think that Moses knew these things?

I wonder what there was about Moses that made the "reverend looking gentleman" think that he would be able to sell Moses a gross of green spectacles? It says in the story: "who observing his figure, marked him for an easy prey". What does that mean? Perhaps the special dressing up showed that the fair was a great occasion and not one that he was used to—he was "green". Perhaps he had a simple expression, perhaps a little swagger as though pretending that he was a great bargainer and man of the world. Would a man who was accustomed to bargaining at a fair be taken in by that? Why did the seller of spectacles get themselves dressed as a "reverend looking gentleman", and a "very well dressed" business man? What made Moses' mother think that he would drive a good bargain? Why did he get so badly fooled? What was Moses' own opinion of himself as a bargain hunter? Is there any one sentence in the story more than another that gives you the idea that Moses thought himself a clever wag? Would Moses have been the man of the family you would have picked to go to the fair? Why? This sentence occurs at the close of the first chapter of "The Vicar of Wakefield": My children "had but one character—that of being all equally generous, credulous, simple and inoffensive". Do you know the meaning of all these words? In what way does the story "Moses At the Fair" prove this sentence true? (5) This story was written about 200 years ago and people then lived differently from the way in which we do to-day. What difference or differences do you learn about in this story?

GRADE V Oral Reading Lesson

Drill on difficult long sentences where the main thread of idea must be carried through certain subordinate ideas. These sentences are drawn from review lessons, from "Moses At the Fair" and from a lesson to come, "Don Quixote". 1. He had on a coat made of that cloth they call thunder and lightning, which, though grown too short, was much too good to be thrown away. (Moses At the Fair). 2. He now saw that he had been imposed upon by a prowling sharper, who, observing his figure, had marked him for an easy prey. (Moses At the Fair). 3. The coach was in the yard, shining very much all over, but without any horses to it as yet; and it looked in that state, as if nothing was more unlikely than its ever going to London. (Copperfield and the Waiter). 4. The fox is a very wild and suspicious creature, but, curiously enough, when you suddenly come

face to face with him, when he is held by a trap, or driven by the hound, his expression is not that of fear, but of shame and guilt. (A Life of Fear). 5. As we were now to hold up our heads a little higher in the world, it would be proper to sell the colt, which was grown old, at a neighboring fair, and buy us a horse that would carry single or double upon an occasion, and make a pretty appearance at the church or upon a visit. (Moses At the Fair). 6. I was thinking this, and wondering what would ultimately become of my box, which Mr. Barke's had put down on the yard pavement by the pole (he having driven up the yard to turn his cart) and also what would ultimately become of me, when a lady looked out of a bow-window where some fowls and joints of meat were hanging up, and said, "Is that the little gentleman from Blunderstone?" (Copperfield and the Waiter). 7. This done, Don Quixote made it his business to furnish himself with money; to which purpose, selling one house, mortgaging another, and losing by all, he at last got a pretty sum together. (Don Quixote). 8. Which being done, Sancho Panza, without bidding either his wife or children good-bye and Don Quixote, without taking any more notice of his housekeeper or his niece, stole out of the village one night, not so much as suspected by anybody. (Don Quixote). 9. Don Quixote earnestly solicited one of his neighbours, a country labourer and a good honest fellow, Sancho Panza by name, poor in purse and poor in brains; and, in short, the knight talked so long to him, plied him with so many arguments, and made him so many fair promises, that at last the poor clown consented to go along with him and become his squire. (Don Quixote).

Suggestions for teaching the sentences: 1. Would strongly recommend having some of these sentences, at least, written on the blackboard, previous to the lesson. Lack of blackboard space and time would prevent the possibility of having them all written. You can centre the class attention on the points of difficulty better and direct chorus reading better if you have your material on the blackboard. 2. Would suggest that for this type of practice lesson you use chorus reading largely, in order to keep the class working vigorously and that all may gain as much practice as possible during the time allowed. Listen carefully to your chorus and correct individual mistakes with the chorus as a whole. Occasionally employ individual reading as a final test of mastery of the sentence under study. 3. Be sure that the meaning of every sentence is understood and that pronunciation difficulties are eradicated before attempting oral reading. There will need to be little study of those sentences drawn from lessons already studied as literature. 4. Discuss with the class before asking them to read the particular difficulty for which the sentence was included, e.g. sentence (1). There is a little part of this sentence which seems to be set in, a part that you could almost do without. It describes the coat. Could you find it? Draw a colored line on the blackboard, connecting "which" with "was much too good," etc. This is the main part of the sentence. Can you think of any way to read that little set in part to show that it is not quite so important as the rest of the sentence? Could you do it like this? (Teacher reading—followed by chorus reading). Be sure that pupils do not "hit" words to make them stand out as important, but raise their voices to indicate importance. Secure emphasis by inflection of the voice. 5. Do not fail, as teacher, to illustrate how a difficult part should be read. It would not matter if, for a sentence or two, your class imitated you in the reading of sentences. 6. In the longer sentences discuss where pauses for breath should come. Be sure that your class breathe deeply before beginning to read sentences, to secure a full round tone.

GRADE VII Arithmetic

Percentage—Simple Applications

Percentage is simply a method of measuring quantities off into hundredths of other quantities. The best meaning to attach to the expression "per cent" is "out of a hundred"; "per" meaning "out of" and "cent" being an abbreviation of the Latin word "centum", a hundred. To measure quantity in this way is convenient and has been adopted by the business world.

The pupil should be introduced to the idea of per cent by way of the common and decimal fraction, e.g. $\frac{3}{5}$ ths means three out of five equal parts; $\frac{7}{10}$, seven out of ten equal parts, and $\frac{13}{100}$, thirteen out of a hundred equal parts or 13 per cent, or .13 or 13% or in other words, thirteen out of every hundred—that is thirteen hundredths.

Per cent is then simply a convenient term used to signify that a quantity has been divided into 100 equal parts and so many hundredths taken "out of" the 100/100. Per cent is identical in meaning with hundredths. Thus 6 per cent; 6%; $\frac{6}{100}$, or .06 represent the same thing: six hundredths.

The pupil must always remember that any given quantity upon which calculations are based represents 100/100 or a whole. Thus 40 represents 100/100 of 40; 6, 100/100 of 6, etc.

All applications of percentage should be as practical as possible—that is, they should be applied to actual business, industrial or living conditions that the pupil is or must become familiar with. The pupil should first acquire skill in changing common fractions to percentage fractions and vice versa. Example: $\frac{1}{2}$ is equal to what percentage fraction? If we multiply both numerator and denominator by the same number we do not change the value of the fraction. By what number must we multiply to get a denominator of 100? i.e. $\frac{1}{2} \times \frac{50}{50}$ equals $\frac{50}{100}$ equals 25%: 25% equals 25/100 equals $\frac{1}{4}$. The pupils should become very familiar with and memorize the most common fractional equivalents in percentage. The following are a few: $6\frac{1}{4}\%$ equals $\frac{1}{16}$; 50% equals $\frac{1}{2}$; $37\frac{1}{2}\%$ equals $\frac{3}{8}$; $83\frac{1}{3}\%$ equals $\frac{5}{6}$. They should also acquire skill in writing decimal fractions as percentage fractions and vice versa, i.e. .1 equals $\frac{1}{10}$ equals 10/100 equals 10%; 10% equals $\frac{10}{100}$ equals $\frac{1}{10}$ equals .1; 5.24 equals $\frac{524}{100}$ equals 524%; $\frac{524}{100}$ equals $\frac{524}{100}$ equals 5.24. All that is involved here is the reduction of the decimal fraction to hundredths and the writing down of the equivalent per cent. Thus .2 equal 20 hundredths, equals 20%.

Before a pupil attempts percentage he is supposed to have acquired skill in the four fundamental operations—addition, subtraction, multiplication and division, with common and decimal fractions. In percentage he is asked to make use of his skill in these fundamental mathematical ideas. The teacher is well advised then to stress these three ideas which follow:

First Fundamental Idea. The finding of any per cent of a given quantity: find 5% of 45. 1. Example: 5% of 45 equals $.05 \times 45$, equals 2.25 or 5% of 45 equals $\frac{5}{100}$ of 45, equals $\frac{225}{100}$, equals 2.25. If the teacher is dealing with per cents greater than 100% it is well to stress the fact that % means hundredths rather than so many out of a hundred, viz. 300% equals $\frac{300}{100}$. It is confusing here to say 300 "out of" 100. It may be explained, however, that $\frac{300}{100}$ is the equivalent of $\frac{300 \times 1}{100}$ or 300 times 1 of the equal parts into which the quantity has been divided. 2. Example: Find 300% of 20. $\frac{300}{100}$ of 20 equals $\frac{300}{100}$ of 20/1, equals 60. 3. Example: Find $\frac{3}{4}\%$ of 416. $\frac{3}{4}\%$ equals $\frac{3}{4} \times \frac{100}{100}$ equals $\frac{3}{400}$, equals .00375; therefore $\frac{3}{4}\%$ of 416 equals $.00375 \times 416$, equals 1.56.

Second Fundamental Idea. Find what % one number or quantity is of another. What per cent of 8 is 4? Remembering that percentage is simply a continuation of fractions we may say, "What part of 8 is 4?" 4 is $\frac{4}{8}$ or $\frac{1}{2}$ of 8 and $\frac{1}{2}$ is equivalent to a percentage fraction of 50%. Or $\frac{4}{8}$ equals $\frac{1}{2}$; $\frac{1}{2}$ of $\frac{100}{100}$ equals $\frac{50}{100}$ or 50%. What per cent is \$5 or \$25? \$5 is $\frac{5}{25}$ of \$25, or $\frac{1}{5}$ of \$25, or 20% of \$25, or $\frac{1}{5}$ of $\frac{100}{100}$ of \$25 or $\frac{20}{100}$ or 20% of \$25.

Third Fundamental Idea. Find a number when a certain per cent of it is known. 40% of a number is 12. Find the number. $\frac{40}{100}$ of the number is 12. $\frac{1}{100}$ of the number is $\frac{12}{40}$. $\frac{100}{100}$ of the number is $\frac{12}{40} \times 100$, equals 30. Drill in these three fundamental ideas is essential and should be continued until the pupil is able to apply them intelligently and with ease. In solving problems the pupil should be allowed freedom to use the particular operation that seems to him the best method for solution. The thing that should be stressed is that the language of the statements should be accurate and concise. When a child learns to omit an intermediate step let him do so, so long as the statements used show the correct relationships.

It is important in early work in percentage that the pupil should recognize the quantity upon which the per cent is based. Give questions like the following to emphasize this important point (These are taken directly from "How to Teach Arithmetic"—Brown & Coffman). 1. What is 25% of 40? 2. 40 is 25% of what number? 3. 40 is what per cent of 25? 4. 40 is 25% greater than what number? 5. 25 is what per cent less than 40? 6. What number is 25% less than 40? 7. 40 is 25% less than what number? 8. 40 is what per cent greater than 25?

Give the following types of problems to emphasize the importance of understanding clearly what quantity is to be made the basis of calculation. 1. Water expands 10% of its volume when it freezes. What per cent of its volume does ice contract when it melts? 2. Jim has 25% more money

than Fred. Fred's money is what per cent of Jim's? There are numerous incidents about a school that give opportunity for simple applications of per cent, i.e. 1. Percentage of games won or lost by school teams. 2. Percentage of attendance on a given day. 3. Percentage of pupils in each grade based on school enrolment. 4. Percentage of girls in the class? Boys? 5. Percentage of increase in height and weight of individual pupils.

GRADE VII

Grammar—Some Notes on the Teaching of Adjective Adverb, and Preposition

I. Adjective. Introduce in some fashion that makes clear the function of the adjective as descriptive of the noun or pronoun. Perhaps this as a possibility: 1. There are three books on the teacher's table, a blue, a red, a yellow. Teacher to pupil: Please bring me the book on the table. The pupil's natural question is: which one? Teacher: Please bring me the red book. 2. Someone enquires at your front door where Mrs. Brown lives. She lives in the square, brick house; or She lives in the yellow, stucco house; or She lives in the brown, frame house. 3. You go to the store to buy a dress. You say to the saleslady: I want to buy a dress. What question will she probably ask you? What kind of a dress do you want? What might you tell her? I want a school dress. I should like a brown, woollen dress. 4. You are going to meet somebody at the train, whom you do not know. What questions about her would you like to ask me? She has light brown hair. She is freckled. She will wear a green coat. She is tall.

II. Adverb. The adverb could be introduced in somewhat the same fashion. 1. Sometimes the teacher says: close your desks. But you can close your desks in several ways, can't you? How will you close them if you wish to please her? We close our desks quietly. Unfortunately children sometimes want to annoy the teacher. How do you close your desks then? We close our desks noisily. 2. Suppose your mother is making some preserves and has left the preserving kettle on the stove while she has gone to make the beds. Suddenly she hears the kettle boiling over. She might say to you: run to the kitchen to pull the preserving kettle back on the stove. But suppose you were accustomed to just finishing the page you were reading or taking one or two more stitches in the sewing you were doing before going, what word might Mother put in after "run"? Run quickly to the kitchen. 3. Suppose that your father is about to get a new man to help him on the farm. What are some of the things he would like to know about him? How does he work? He works quickly but carefully. How does he handle horses? He treats horses gently. 4. Jimmy started for school. Suppose Jimmy lives a long way from school. Give me the sentence with a word added that will tell when Jimmy would have to start for school. Jimmy started early for school. Suppose Jimmy lived a long way from school and didn't start early. I wonder what would happen then? Add one word to this sentence that will tell you. Jimmy came (late) to school every day.

III. The teaching of Adjectives and Adverbs connecting Composition with Grammar. To give the pupils a good store of adjectives and adverbs it is necessary to introduce him to them either by definite vocabulary work or careful choice of selections which illustrate their use in a clear, interesting way. The following synonyms are useful and may be changed, where possible, to adverbs and used in the correct way: heavy, weighty, ponderous, burdensome; strange, odd, peculiar, singular, eccentric; pleasant, agreeable, delicious, delightful, exquisite; calm, peaceful, tranquil, placid, serene.

IV. Prepositions. In teaching the preposition the important point is to show clearly that the preposition is a word that shows relationship as well as the fact that it introduces a phrase. We played in the meadow. Show here the correct relationship "played—in—meadow". The man with the grey dog is the winner. Show relationship clearly between "man—with—dog". By this method you will train the pupils to look for these words that show relationship and single them out as prepositions. It is important, too, to teach that the preposition shows the relationship between its noun or pronoun object in the phrase, and the verb, noun, or other word in the sentence rather than the other way around, because the phrase should be taught as a distinct language unit and the preposition belongs to the phrase, i.e. The boys walked through the tunnel. The preposition "through" shows the relationship between its noun object "tunnel" and the verb "walked". Have the children make lists of prepositions and form with each a phrase and use it suitably in a sentence, afterwards showing its function.

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